

DOCUMENT RESUME

ED 230 810

CE 036 306

AUTHOR Hohhertz, Durwin
TITLE Fast Food Occupations. Coordinator's Guide. First Edition.
INSTITUTION East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS AGENCY Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE 80
NOTE 349p.; Document may be marginally legible due to colored pages of original.
AVAILABLE FROM Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; Cooperative Education; *Dining Facilities; Disadvantaged; *Food Service; Guidelines; *Hospitality Occupations; Individualized Instruction; Instructional Materials; *Job Skills; Learning Activities; *Occupational Home Economics; Secondary Education; *Vocational Education
IDENTIFIERS Cashiers; Counter Attendants; Dining Room Attendants; *Fast Foods; Short Order Cooks

ABSTRACT

This coordinator's guide consists of materials for use in implementing four individualized units that have been developed for students enrolled in cooperative part-time training and are employed in fast food restaurants. Addressed in the individual units are the following occupations: cashier (DOT No. 211.462-010), counter attendant (DOT No. 311.477-038), dining room attendant (DOT No. 311.677-018), and short order cook (DOT No. 313.351-022). Each unit contains a student progress chart, suggested teaching procedures, answers to the unit assignment sheets and test, a job description and alternate titles, an objective sheet, a series of information and assignment sheets, and a unit test. The coordinator's guide also provides suggested alternatives for use in dealing with various types of disadvantaged students, including slow learners and slow readers. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED230810

FAST FOOD OCCUPATIONS

Coordinator's Guide

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Prepared by Durwin Hohertz

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

P. Bruston

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Published by
Occupational Curriculum Laboratory
Secondary and Higher Education
East Texas State University
Commerce, Texas

in cooperation with
Texas Education Agency
Occupational Education and Technology
Austin, Texas

FIRST EDITION

1980

second printing 1982--150 copies

*Brand names, company names, trademarks,
or other identifying symbols appearing in the text are
used to clarify and identify and do not constitute a
recommendation or endorsement.*

*To insure educational equity, this material
has been reviewed to eliminate
bias or stereotyping.*



Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

(214) 886-5623

ETSU, an Equal Opportunity University, complies
with all federal requirements prohibiting
discriminatory activities.

CONTENTS
FAST FOOD OCCUPATIONS
COORDINATOR'S GUIDE

Preface

Acknowledgments

Section I--CASHIER

Section II--COUNTER ATTENDANT

Section III--DINING ROOM ATTENDANT

Section IV--SHORT ORDER COOK

PREFACE

This study guide comprises four individualized units developed for students enrolled in Cooperative Part-Time Training and employed in a fast food restaurant. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available. A progress chart is provided in the coordinator's guide. This will allow the coordinator to pinpoint the progress a student has made toward each objective in the sequence in which they are completed.

The coordinator's guide provides information and suggested activities that will assist in providing additional learning experiences for the student. Also included are suggested alternatives the coordinator may use in dealing with various types of disadvantaged students, including the slow-learner, and slow-reader. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing each assignment, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The written assignments should be handed in to the coordinator, and individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for assignment sheets and tests; however, a student should also be graded on individual participation. Both tests and assignments should be graded and returned to the students to be kept for reference in their notebooks.

A coordinator may have a student complete one or more related study guides in instances when a supervisor requires the student to perform responsibilities of two or more job titles within Fast Food Occupations. If a student easily accomplishes all of the assignments and studies in one guide, that student might be required to complete all available study guides for Food Services Occupations. This will prepare the student for occupational advancement, or for entrance into free enterprise system, or as an owner of a food service establishment.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities, and for explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce the information, assignment, or test sheets for other students in the class.

For information on other food service study guides, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.

ACKNOWLEDGMENTS

The expertise of many coordinators across the state has contributed to the initial development of these Food Service study guides. Much credit is due them for their contributions of information and activities for these publications, which will be made available to other Cooperative Part-Time Training programs.

We extend special thanks to those members of the CVAE Cooperative Part-Time Advisory Committee who field-tested the first study guides developed, and later provided periodic evaluations and comments to be used in revisions and further development.

The committee members are:

Wayne Cyphers, Area I	Perry L. Trammell, Area VII
Elizabeth Dickerman, Area Ia	Charles Erwin, Area VIII
John Beck, Area II	Richard L. Harlan, Area IX
Forrest Mays, Area III	Naomi Smith, Area X
Jerry House, Area IV	Abel Gorena, Area XI
James Swift, Area V	Bennye Frazier, Area XII
Harvey Pennell, Area VI	

Appreciation is also given the numerous businesses that allowed our writers to collect information which has been incorporated into these publications.

Section I

CASHIER

DOT NO. 211.462-010

CONTENTS

CASHIER--COORDINATOR' GUIDE

Progress Chart

Suggested Teaching Procedures for the Coordinator	I- T1
Answers to Assignment Sheets	I- T7
Answers to Tests	I-T17
Job Description and Alternate Titles	I- 1
Objective Sheet	I- 3

Information and Assignment Sheets

Information Sheet 1--Cashier Terms and Definitions	I- 5
Assignment Sheet 1--Identifying Cashier Terminology	I- 7
Information Sheet 2--Personality for Job Success	I- 9
Assignment Sheet 2--Identifying Good Job Attitudes	I-11
Information Sheet 3--Duties and Responsibilities	I-13
Assignment Sheet 3--Opening and Closing Duties	I-17
Assignment Sheet 4--Using the Telephone Correctly	I-19
Assignment Sheet 5--Handling Complaints	I-21
Information Sheet 4--The Cash Register	I-23
Assignment Sheet 6--Arranging the Cash Register	I-27
Assignment Sheet 7--Identifying the Parts of a Cash Register	I-29
Assignment Sheet 8--Operation of the Cash Register	I-31
Assignment Sheet 9--Balancing the Cash Register	I-33
Information Sheet 5--Receiving Payments and Giving Change	I-35
Assignment Sheet 10--Counting Change	I-39
Assignment Sheet 11--Role-Playing Change Making	I-41
Assignment Sheet 12--Handling Money	I-43
Information Sheet 6--Accepting Checks and Credit Card Payments	I-45

Assignment Sheet 13--Handling Credit Cards	I-51
Assignment Sheet 14--Checks and Traveler's Checks	I-53
Assignment Sheet 15--The Training Station's Policy on Checks	I-55
Information Sheet 7--Sales Tax	I-57
Assignment Sheet 16--Adding Sales Tax	I-59
Assignment Sheet 17--Role-Playing the Use of Sales Tax	I-61
Information Sheet 8--Guarding Against Theft	I-63
Assignment Sheet 18--Dealing with Counterfeit Bills, Shortchange Artists, Money Mani- pulators, and Robbers	I-67
Test	I-69

Progress Chart for

CASHIER

D.O.T. #211.462-010

Name _____

School _____

Date
Completed

INFORMATION SHEET 1	CASHIER TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	IDENTIFYING CASHIER TERMINOLOGY	
Test	Part 1	
OBJECTIVE	Match the terms associated with the cashier to the correct definition.	
INFORMATION SHEET 2	PERSONALITY FOR JOB SUCCESS	
ASSIGNMENT SHEET 2	IDENTIFYING GOOD JOB ATTITUDES	
Test	Part 2	
OBJECTIVE	Display the correct personality for job success.	
INFORMATION SHEET 3	DUTIES AND RESPONSIBILITIES	
ASSIGNMENT SHEET 3	OPENING AND CLOSING DUTIES	
ASSIGNMENT SHEET 4	USING THE TELEPHONE CORRECTLY	
ASSIGNMENT SHEET 5	HANDLING COMPLAINTS	
Test	Part 3	
OBJECTIVE	Point out the duties and responsibilities performed by a cashier.	
INFORMATION SHEET 4	THE CASH REGISTER	
ASSIGNMENT SHEET 6	ARRANGING THE CASH DRAWER	
ASSIGNMENT SHEET 7	IDENTIFYING THE PARTS OF A CASH REGISTER	
ASSIGNMENT SHEET 8	OPERATION OF THE CASH REGISTER	
ASSIGNMENT SHEET 9	BALANCING THE CASH REGISTER	
Test	Part 4	
OBJECTIVE	Explain the operation of the cash register.	
INFORMATION SHEET 5	RECEIVING CASH PAYMENTS AND GIVING CHANGE	
ASSIGNMENT SHEET 10	COUNTING CHANGE	
ASSIGNMENT SHEET 11	ROLE-PLAYING CHANGE MAKING	
ASSIGNMENT SHEET 12	HANDLING MONEY	

Date
Completed

Test	Part 5	
OBJECTIVE	Select the proper sequence for receiving payments and making change.	
INFORMATION SHEET 6	ACCEPTING CHECKS AND CREDIT CARD PAYMENTS	
ASSIGNMENT SHEET 13	HANDLING CREDIT CARDS	
ASSIGNMENT SHEET 14	CHECKS AND TRAVELER'S CHECKS	
ASSIGNMENT SHEET 15	THE TRAINING STATION'S POLICY ON CHECKS	
Test	Part 6	
OBJECTIVE	Point out the correct rules to follow when accepting checks and credit card payments.	
INFORMATION SHEET 7	SALES TAX	
ASSIGNMENT SHEET 16	ADDING SALES TAX	
ASSIGNMENT SHEET 17	ROLE-PLAYING THE USE OF SALES TAX	
Test	Part 7	
OBJECTIVE	Find and add correct sales tax to the bill.	
INFORMATION SHEET 8	GUARDING AGAINST THEFT	
ASSIGNMENT SHEET 18	DEALING WITH COUNTERFEIT BILLS, SHORTCHANGE ARTISTS, MONEY MANIPULATORS, AND ROBBERS	

This student has completed the indicated training under my supervision.

Instructor

CASHIER

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective Sheet

- A. Discuss each specific objective with the student.
- B. Explain the relationship of each to the training station.
- C. Re-number the objectives in the most logical sequence to be accomplished.
- D. Add additional objectives necessary for the training station.

II. Answers to Assignment Sheets

- A. Some assignment sheet answers will vary according to the training station and should be graded individually.
- B. Some assignment sheets will not have a specific answer but will depend upon student participation.

III. Answers to Test

- A. Answers are based upon total information covered in the study guide.
- B. For convenience of grading, make corresponding answer sheets for additional test parts added.

IV. Information and Assignment Sheets

A. INFORMATION SHEET 1--CASHIER TERMS AND DEFINITIONS

1. This information can be used as a glossary of terms.
2. Use ASSIGNMENT SHEET 1--IDENTIFYING CASHIER TERMINOLOGY--to reinforce this area of information.
 - a. Have the student use Information Sheet 1 or one of the reference book's glossaries to complete the assignment sheet.
 - b. Have the student make similar word puzzles using other terms encountered by a cashier.

B. INFORMATION SHEET 2--PERSONALITY FOR JOB SUCCESS

1. Use ASSIGNMENT SHEET 2--IDENTIFYING GOOD JOB ATTITUDES--to reinforce this information area.

- a. Have a personnel manager speak to the class concerning attitudes.
 - b. Have the student interview the personnel manager or personnel counselor concerning attitudes on the job.
 - c. Design attitude-building assignments of role-playing situations.
2. Have the student report to the class on how a good personality can help on the training station.

C. INFORMATION SHEET 3--DUTIES AND RESPONSIBILITIES

1. Use the following assignment sheets to reinforce this information area.
 - a. ASSIGNMENT SHEET 3--OPENING AND CLOSING DUTIES
 - (1) Have the student list other duties not covered in this study guide.
 - (2) Organize the student's list for future use as an information sheet.
 - b. ASSIGNMENT SHEET 4--USING THE TELEPHONE CORRECTLY
 - (1) Have the class participate in the checking and discussion of role-playing situations.
 - (2) Use suggestions from the class for possible situations which might be encountered.
 - c. ASSIGNMENT SHEET 5--HANDLING COMPLAINTS
 - (1) Have the student relate personal situations for a class discussion.
 - (2) Have the class role-play giving complaints to the cashier-student.
2. Have the student list other duties not covered on the information sheet and compare these with other students in the same occupation.

D. INFORMATION SHEET 4--THE CASH REGISTER

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 6--ARRANGING THE CASH DRAWER
 - (1) Have the student arrange play money in a cash register or mock-up.

- (2) Have the student rearrange the cash drawer using the money denominations used at the work station.

b. ASSIGNMENT SHEET 7--IDENTIFYING THE PARTS OF A CASH REGISTER

- (1) Have the student point out the parts of a cash register to the class.
- (2) Have the student draw or cut out pictures of other types of cash registers and label the parts.

c. ASSIGNMENT SHEET 8--OPERATION OF THE CASH REGISTER

- (1) Have the student explain the operation of the cash register in class.
- (2) Obtain a change maker and have the student explain its operation.
- (3) Acquaint the student with the loading procedures of the register tape.
- (4) Have the student prepare explanations of loading procedures for the cash register on the training station.

d. ASSIGNMENT SHEET 9--BALANCING THE CASH REGISTER

- (1) Have the student bring a balance sheet from the training station.
- (2) Have the student prepare a balance sheet for several different situations.

E. INFORMATION SHEET 5--RECEIVING CASH PAYMENTS AND GIVING CHANGE

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 10--COUNTING CHANGE

- (1) Have play money available for the student to use during this assignment.

(NOTE: This will help the student who has difficulty in visualizing different amounts.)

- (2) Have the students make up problems to exchange in class for more practice.

b. ASSIGNMENT SHEET 11--ROLE-PLAYING CHANGE MAKING

- (1) Have play money available for the student to use for making change.
- (2) Have the class critique each situation.

c. ASSIGNMENT SHEET 12--HANDLING MONEY

- (1) Provide the student with more practice in handling money if necessary.
- (2) Have play money available for the student to use.

F. INFORMATION SHEET 6--ACCEPTING CHECKS AND CREDIT CARD PAYMENTS

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 13--HANDLING CREDIT CARDS

- (1) Have various types of credit cards available for observation.
- (2) Have the student process a charge slip if a credit card machine is available.

b. ASSIGNMENT SHEET 14--CHECKS AND TRAVELER'S CHECKS

- (1) Have the student discuss errors found on sample checks.
- (2) Have the student discuss any situations encountered at the work station.

c. ASSIGNMENT SHEET 15--THE TRAINING STATION'S POLICY ON CHECKS

2. Have the student list other rules concerning accepting and cashing checks.
3. Organize an information sheet for future use with the policies provided by the student.

G. INFORMATION SHEET 7--SALES TAX

1. Use ASSIGNMENT SHEET 16--ADDING SALES TAX to learn how to properly add tax to the bill.
2. Use ASSIGNMENT SHEET 17--ROLE-PLAYING THE USE OF SALES TAX to reinforce this area of information and gain experience in a work situation.

H. INFORMATION SHEET 8--GUARDING AGAINST THEFT

1. Use ASSIGNMENT SHEET 18--DEALING WITH COUNTERFEIT BILLS, SHORTCHANGE ARTISTS, MONEY MANIPULATORS, AND ROBBERS to reinforce this area of information.
 - a. Have the student relate situations encountered or heard on the work station.
 - b. Have the student discuss how to handle these situations.
2. Have the student relate personal experiences to the class.

V. Test

- A. The test is divided into eight parts.
 1. Each part covers one information sheet.
 2. Each part uses various methods of testing.
- B. Various approaches may be used in testing.
 1. Give each part of the test after the student has completed one information area or sheet.
 2. Give the entire test upon completion of the study guide and assignments.
 3. Give one or several of the parts of the test as an additional assignment to reinforce problem areas of learning.
- C. Add test parts corresponding to any information areas or sheets added to the study guide.

VI. References

- A. Oklahoma Distributive Education--DE II Course of Study. Stillwater, Oklahoma: Oklahoma State Department of Education, 1974.
- B. Edison, Judith E., and Kenneth E. Mills. Checker-Cashier. Dallas: Southwestern Publishing Company, 1976.
- C. Money Safeguarding Procedures. Dayton, Ohio: National Cash Register, n.d.

CASHIER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Across

2. Personal check
4. Void key
6. Transaction
8. Counterfeit bill
9. Alert
11. Accurate
15. Management
17. Change maker
18. Detecting
19. Legible
20. Tactful
21. No sale key
23. Compute

Down

1. Detail tape
3. Shortchange artist
5. Denomination
7. Automatic
10. Efficiency
12. Poise
13. Reproduction
14. Credit card
16. Serial number
22. Asset
24. Change bank

Assignment Sheet 2

- A. 1. Because the cashier is the last person a customer sees and should give the customer a good lasting impression
2. Answer should include 5 of the following:
- a. Be courteous.
 - b. Be honest.
 - c. Be tactful and thoughtful.
 - d. Be pleasant.
 - e. Be efficient.
 - f. Thank the customer.
 - g. Show pride in your work.

3. Accuracy
4. Smile friendly and have a pleasant manner.
5. Be friendly and courteous when giving explanation.
If you have made a mistake, apologize.
6. Ask in a proper manner if they enjoyed the meal.
7.
 - a. Cleanliness and neatness
 - b. Well manicured hands
 - c. Avoid flashy clothes, jewelry, and nail polish
 - d. Have friendly smile and pleasant manner
 - e. Be alert
 - f. Use good posture
 - g. Show poise

B. 1-2. Evaluated to the satisfaction of the instructor.

Assignment Sheet 3

- A.
 1. False This is a cashier's duty.
 2. True
 3. False Arrive in time to avoid being rushed at the start of the day.
 4. False Count money in private.
 5. False Put the money in the safe or other place that is set by the restaurant's policy.
 6. True
 7. True
 8. False It could be if it is the restaurant's policy.
- B.
 1. Computes the customer's bill including the addition of sales tax.
 2. Accepts payment from the customer.
 3. Keeps the counter neatly arranged.
 4. The cashier may take and fill orders from the counter.
 5. Answers phone calls.

6. Handles complaints courteously.
7. Performs any other duties as set by the restaurant's policy.

Assignment Sheets 4 and 5

Evaluated to the satisfaction of the instructor.

Assignment Sheet 6

A.

	\$10	\$5	\$1
50c			
25c	10c	5c	1c

B.

	\$20	\$10	\$5	\$1
50c	25c	10c	5c	1c

Assignment Sheet 7

- | | |
|-----------------------------------|----------------------|
| A. Transaction indicators | F. Special keys |
| B. Amount indicator | G. Operating bar |
| C. Detail or audit tape | H. Key release lever |
| D. Cash drawer | I. Display area |
| E. Activity counter or money slab | J. Receipt |

I-T10

Assignment Sheet 8

- A.
 - 1. management
 - 2. expensive and delicate
 - 3. numeral, lettered, special
 - 4. detail tape
 - 5. amount of purchase, change returned, and date
 - 6. the cashier
 - 7. one dollar
 - 8. cashier
- B.
 - 1. The cashier could push the wrong keys and give incorrect change.
 - 2. face-up
 - 3. face-up

Assignment Sheet 9

- A. \$137.53
- B. 26.53
- C. 111.00
- D. 137.53
- E. 137.53
- F. 62.53
- G. 62.53
- H. 62.53
- I. 137.53

Assignment Sheet 10

- 1. A one-dollar and a ten-dollar bill
- 2. One nickel, one five-dollar bill and two ten-dollar bills
- 3. One dime, one fifty-cent piece, and two one-dollar bills
- 4. Four pennies, one nickel, one fifty-cent piece, two one-dollar bills, and one five-dollar bill

5. One five-dollar bill
6. Two dimes and two one-dollar bills
7. Three pennies, one dime, one quarter, one fifty-cent piece, and a one-dollar bill
8. Two one-dollar bills and one five-dollar bill
9. Four pennies, one quarter, one fifty-cent piece, and a one-dollar bill
10. Three pennies, one nickel, one quarter, and one five-dollar bill

Assignment Sheet 11

1. Eighteen thirty-one. Two, three, four, thirty-five, forty, fifty, nineteen dollars, and twenty dollars. Thank you.
2. Twenty-five dollars and sixty cents out of fifty dollars. Sixty cents, seventy cents, seventy-five, twenty-six dollars, twenty-seven, twenty-eight, twenty-nine, thirty dollars, forty dollars, and ten is fifty dollars. Thank you.
3. Thirty-three dollars and sixteen cents out of forty dollars. Thirty-three, sixteen, seventeen, eighteen, nineteen, twenty, twenty-five, fifty, thirty-four dollars, thirty-five and five is forty dollars. Thank you.

Assignment Sheet 12

- A. The change bank is the supply of change placed in the cash drawer in the morning for use during the day.
1. Record "NO SALE" on the cash register to open the drawer.
 2. Count the coins, one denomination at a time, putting them in their proper compartment.
 3. List the total of each denomination on a slip of paper.
 4. Then count the paper money and list it.
 5. Total the figures to make sure the amount of change is correct.
 6. At the close of the day, a similar procedure is followed in accounting cash sales for the day.
 7. Totals are listed on the Daily Balance Slip.

B. Answer should include:

1. So profit will not be lost from too much change being given out.
 2. So the store will not lose business from customers being short-changed.
 3. So the cash register will balance at the end of the day.
 4. So the shortage will not have to be made up by the cashier.
- C. The money should be placed on the money slab on the register so the customer and the cashier can see the denomination on the bill until change has been made.
- D. It is better to make change in the fewest number of coins possible to speed customer service and lessen the chance of error.
- E. 1. Ask that all the change be handed back to you, and then begin counting all over again.
- Example: "I'm sorry! Please allow me to count the money back to you."
2. If you have not given enough change, register a "NO SALE" on the cash register and make the necessary correction in the amount of change.

Assignment Sheet 13

- A. 1. a. Credit cards are more convenient than cash.
- b. Credit cards can be used for most purchases.
- c. Credit cards provide receipts for tax purposes.
2. a. VISA
- b. American Express
- c. Master Charge
- d. Diner's Club
- e. Carte Blanche
3. Student may list any credit cards.
- B. Answer may be yes or no.

- C. Explanation should include the following steps:
1. Write the necessary information on the charge slip.
 2. Set the machine for the correct date.
 3. Place the credit card face up in the machine.
 4. Place the charge slip face up in the machine over the credit card.
 5. Move the handle across the machine and back to the original position.
 6. Remove the charge slip and credit card from the machine.
 7. Have the customer sign the slip.
 8. Return the credit card and a copy of the slip.
- D. Evaluated to the satisfaction of the instructor.

Assignment Sheet 14

- A. 1. Check does not have name, address, phone number printed on the check.
2. Number (written over) has not been initialed by the writer.
3. The word fifty has not been initialed by the writer.
- B. 1. Dated July 4, 1977 instead of June 4, 1978.
2. The word amount is not the same as the figure amount.
3. It is not signed by the person whose name appears on the check.
- C. 1. The figure is not initialed.
2. The mark-out is not initialed.
3. It should not be cashed if the date is 30 days old.
- D. 1. Have the customer sign the check in the presence of the person cashing it.
2. Compare the customer's signature with the signature on the front of the check.
3. Have the customer sign the check again if it has already been endorsed.

I-T14

Assignment Sheet 15

Evaluated to the satisfaction of the instructor.

Assignment Sheet 16

A. subtotal \$2.29

tax .11

total \$2.40

B. subtotal \$4.23

tax .21

total \$4.44

C. 1. .08

2. .03

3. .27

4. .40

5. .08

Assignment Sheet 17

Situation 1 subtotal \$3.75

tax .19

total 3.94

Evaluated to the satisfaction of the instructor.

Situation 2 subtotal \$2.88

tax .14

total 3.02

Evaluated to the satisfaction of the instructor.

Assignment Sheet 18

A. Four of the following:

1. Hairlines on the portraits blend into the background.

2. Points around the seal may not be clear.

3. Crisscross lines on the border may not be clear.
 4. Serial numbers out of line, poorly spaced, printed too light or too dark.
 5. Color of bill may be too light or too dark.
 6. May appear to be too clean and feel stiff.
- B. \$1 Washington
- \$2 Jefferson
- \$5 Lincoln
- \$10 Hamilton
- \$20 Jackson
- \$50 Grant
- C. 1. Confusion
2. Distraction
- D. 1. Ask the customer to wait and then finish the present transaction to avoid being confused and distracted.
2. Have the customer's money in your hand before giving change.
3. Always call out loud the denomination.
4. Close the drawer and contact the supervisor if total confusion occurs.
- E. 1. Examine both sides of a bill.
2. Look for markings.
3. Casually or humorously let the customer know you noticed the markings.
4. Do not put money in the cash drawer until the customer has indicated they received the correct change.
5. Place marked bills under cash register tray.
- F. 1. Do what the robber says without arguing.
2. Remember the robber's description.

CASHIER

ANSWERS TO TEST

Part 1

1. b
2. d
3. j
4. g
5. f
6. m
7. i
8. a
9. h

10. k
11. l
12. n
13. c
14. e
15. aa
16. x
17. z
18. u

19. r
20. p
21. t
22. w
23. y
24. s
25. q
26. v
27. o

Part 2

1. a. True
- b. False
- c. True
- d. False

- e. False
- f. True
- g. True

2. a. Neat
- b. Hands
- c. Flashy
- d. Friendly

- e. Alert
- f. Good
- g. Apologize

Part 3

1. a.
- d.
- e.

2. a.
- c.
- d.
- f.
- h.

3. b.
- c.
- d.
- g.

4. a. No
- b. Yes
- c. No
- d. Yes

- e. No
- f. No
- g. Yes

5. a. Answer promptly when the phone rings.
- b. Identify the restaurant and yourself.
- c. Handle calls correctly.

I-T19

6. b.
d.

Part 4

1. a. Manager
b. Expensive
c. Numerical, lettered, special
d. Audit tape
e. Minus
f. Date
g. Automatic change maker
h. Cashiers
i. In the drawer

2. a.

	\$10	\$5	\$1
50c			
25c	10c	5c	1c

- b.

	\$20	\$10	\$5	\$1
50c	25c	10c	5c	1c

3. a. Transaction indicator
b. Amount indicator
c. Detail or audit tape
d. Cash drawer
e. Activity counter or money slab
f. Special keys
g. Operating bar
h. Key release lever
i. Display area
j. Receipt

Part 5

1. a. 6
b. 8
c. 1
d. 11

- e. 2
f. 10
g. 3
h. 4

- i. 9
j. 5
k. 7

2. a. 3 ✓
 b. 2 ✓
 c. 4 ✓
 d. 2 ✓
 e. 3 ✓

Part 6

1. a. Answer should include two of the three.
 (1) More convenient than cash.
 (2) Can be used for most purchases.
 (3) Provides a receipt for tax purposes.
- b. (1) No (5) Yes
 (2) Yes (6) Yes
 (3) Yes (7) No
 (4) No (8) Yes
- c. 2
 3
- d. (1) 6 (8) 2
 (2) 12 (9) 7
 (3) 9 (10) 10
 (4) 5 (11) 15
 (5) 8 (12) 11
 (6) 1 (13) 13
 (7) 3 (14) 4
 (15) 14

2. a.
 d.
 f.
 i.
3. a.
 b.
 c.

Part 7

1. a. \$.06 f. \$.05
 b. \$.23 g. \$.05
 c. \$1.25 h. \$.25
 d. \$1.89 i. \$.40
 e. \$.64 j. \$.53

2. a. Total the customer's bill.
b. Find the amount of the bill on the chart.
c. The amount of tax is listed on the right-hand side.
3. a. Percent
b. Chart
c. Total

Part 8

1. Explanation should include:
 - a. Hairlines on portraits may blend into the background.
 - b. Points around the colored seal may not be clear and sharp.
 - c. Crisscross lines on the border are often not clear and distinct.
 - d. Serial numbers may be out of line, poorly spaced, or printed too light or dark.
 - e. The color of the bill may be too light or dark.
 - f. Comparison of an unusual bill to another bill of the same denomination.
2. a. (1) Cheats the cashier by using confusion or distraction.
(2) Interrupts the cashier while making change and asks for change in a different denomination.
(3) Rushes the cashier and also may want to purchase something from the display counter.
b. (1) Ask a customer to wait and then finish the transaction to avoid being confused and distracted.
(2) Do not argue with the customers.
(3) Have the customer's money in your hand before giving any change even if the customer asks for change several times.
(4) Always call out loud the denomination of the bill the customer hands you.
(5) Close the cash drawer and contact the supervisor if total confusion occurs.
3. Through the use of split bills or marked bills. Explanation should include:
 - a. Examine both sides of a bill.
 - b. Look for unusual markings.
 - c. Casually or humorously let a person know when you find a marking on a bill.
 - d. Do not place money in the cash drawer until the customer has received the correct change.
 - e. Place any marked bill under the cash drawer tray.
4. a. True b. False c. True d. True

CASHIER

DOT NO. 211.462-010

Job Description

The cashier will receive cash from customers or employees in payment for goods or services and records amounts received:

1. Recomputes or computes bill, itemized lists, and tickets showing amount due, using adding machine or cash register.
2. Makes change, cashes checks, and issues receipts or tickets to customers.
3. Records amounts received and prepares reports of transactions.
4. Reads and records totals shown on cash register tape and verifies against cash on hand.
5. Required to know value and features of items for which money is received.
6. Gives cash refunds or issues credit memorandums to customers for returned merchandise.

Alternate Titles

Cash clerk
Cashier, general
Cashier, office
Ticket clerk

Undefined Related Titles

Service-bar cashier
Cashier, credit
Cashier, payments received
Floor cashier
Change-booth cashier

CASHIER

STUDY GUIDE OBJECTIVE

After completion of this study guide, the student will be able to use the correct cashier terminology in performing the procedures and responsibilities required of a cashier in a fast food restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing the test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Match the terms associated with the cashier to the correct definition.
2. Display the correct personality for job success.
3. Point out the duties and responsibilities performed by a cashier.
4. Explain the operation of the cash register.
5. Select the proper sequence for receiving payments and making change.
6. Point out the correct rules to follow when accepting checks and credit card payments.
7. Find and add correct sales tax to the bill.
8. Explain the ways used to guard against theft.

CASHIER

INFORMATION SHEET 1--CASHIER TERMS AND DEFINITIONS

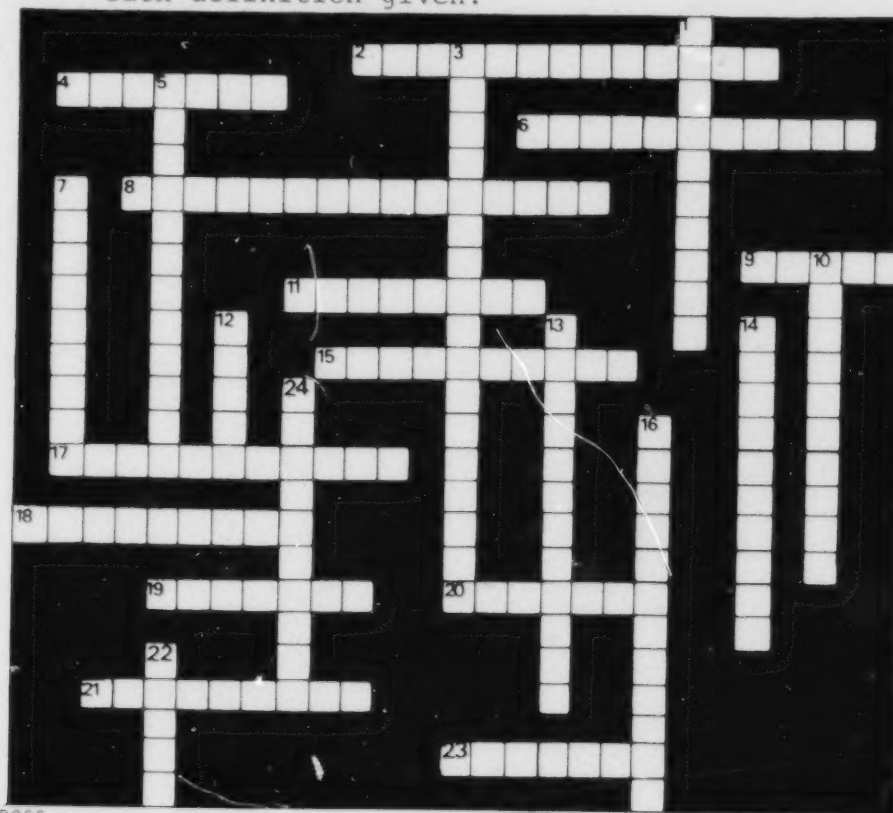
- A. Tactful--Being thoughtful and courteous of others' feelings in handling various situations.
- B. Poise--Ability to handle situations easily and calmly.
- C. Efficiency--Producing something without waste.
- D. Mannerisms--A characteristic or action of a person which is usually done unknowingly.
- E. Alert--Being careful and watchful.
- F. Management--People that control and give directions at a training station.
- G. Asset--A help or advantage.
- H. Accurate--Correct.
- I. Legible--Neat and readable.
- J. Compute--Figure a check or amount.
- K. Transaction--A business deal in which satisfactory exchanges are made.
- L. Automatic--The ability of a machine to operate or perform a certain function on its own.
- M. Change maker--Makes change automatically when the proper keys are pushed.
- N. Denomination--Value or size of a piece of money.
- O. Personal checks--Checks given by the customer to pay for service.
- P. Serial number--Numbers on bills which identify them.
- Q. Change bank--Amount of money put in the cash register at the start of the day or shift.
- R. Detail tape--A cash register record of transactions, number of customers, and date.
- S. Void key--The part of a cash register which allows the cashier to erase the amount shown on a register when an error has been made.
- T. No-sale key--The part on the register used to open the cash drawer without adding or taking away from the amount in the cash drawer.

- U. Credit card--A card allowing a customer to charge or delay payment on purchases made.
- V. Reproduction--A copy of the original.
- W. Manipulate--To handle by an artful or unfair method for self-benefit.
- X. Counterfeit bill--Money made by an individual but not approved by the U.S. government.
- Y. Detect--To discover or find out about something.
- Z. Shortchange artist--A person who is an expert in cheating the cashier by confusion and distraction.
- AA. Proving--To check for correctness of amounts of money.
- AB. Sales tax--A certain percent of the total bill.
- AC. Traveler's check--A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services.

CASHIER

ASSIGNMENT SHEET 1--IDENTIFYING CASHIER TERMINOLOGY

Directions: Fill in the crossword puzzle with the correct terms for each definition given.



ACROSS

DOWN

- | | |
|--|---|
| 2. A check given by a customer to pay for service (2 words) | 1. A record of transaction, number of customers served, and date (2 words) |
| 4. Key used on a register to change the amount shown on the register when an error has been made (2 words) | 3. Person who is an expert in cheating a cashier by confusion and distraction (3 words) |
| 6. A business deal in which satisfactory exchanges are made | 5. Value or size of a piece of money |
| 8. Money made by an individual but not approved by the U.S. Government (2 words) | 7. A machine that is self-operating |
| 9. Being careful and watchful | 10. Productivity without waste |
| 11. Correct | 12. Ability to handle situations easily and calmly |
| 15. People who control and give directions at a training station | 13. A copy of the original |
| 17. Makes change automatically when the correct keys are pushed (2 words) | 14. A card allowing a customer to charge or delay payment on purchases made (2 words) |
| 18. To discover or find out about something | 16. Numbers on bills for identification (2 words) |
| 19. Neat and readable | 22. A help or advantage |
| 20. Being thoughtful and courteous of others' feelings | 24. Amount of money placed in the cash register at the start of the day |
| 21. The key on a cash register used to open the cash drawer without adding or taking away from the amount in the cash drawer (3 words) | |
| 23. Figure a check or amount | |

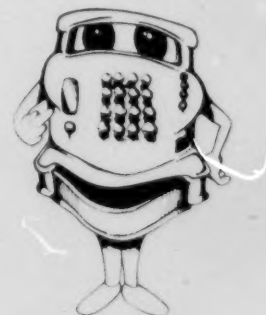
CASHIER

INFORMATION SHEET 2--PERSONALITY FOR JOB SUCCESS

I. Ways of displaying proper work attitudes.

(NOTE: Since the cashier is the last person the customer sees before leaving the restaurant, it will be most beneficial to the restaurant if the cashier leaves a good lasting impression by being pleasant and efficient.)

- A. Be courteous and considerate in order to get along successfully with customers.
- B. Show honesty in dealing with the customer and employers.
- C. Learn to be tactful and thoughtful when speaking to customers.
- D. Be pleasant at all times, even when the customer is unpleasant.
- E. Learn to mix speed and accuracy.
- F. Thank the customer and ask in a pleasant manner if the meal was all right.
- G. Show pride in your job.



II. Making your appearance fit your job.

(NOTE: How you look is as important as how you act in leaving a good impression with the customer.)

- A. Be clean and neat.
- B. Manicure your nails.
- C. Avoid flashy clothing, jewelry, or nail polish.
- D. Have a friendly smile and a pleasant manner to help make the customer feel relaxed.
- E. Be alert at all times because you can always be seen by the customer.
- F. Use good posture instead of looking tired and droopy.
- G. Show poise.
 - 1. If a customer questions the amount of change given, be friendly and courteous when giving an explanation.
 - 2. If an error is made, apologize!

CASHIER

ASSIGNMENT SHEET 2--IDENTIFYING GOOD JOB ATTITUDES

Directions: Write a short answer to each of the questions in the space provided.

- A. 1. Why should the cashier pay careful attention to attitude?
2. List 5 ways by which a cashier can show a good attitude on the job.
3. To become efficient, a cashier will need both speed and _____.
4. What should a cashier do that will help customers feel relaxed and comfortable?
5. What should a cashier do if a customer questions the amount of the check or change given?
6. As a cashier, one should tell the customer thank you and _____.
7. List 5 ways to maintain good grooming and appearance standards.

B. 1. What instructions has your employer given you about your appearance?

2. Has your employer mentioned attitude? If so, what suggestions have been made?

CASHIER

INFORMATION SHEET 3--DUTIES AND RESPONSIBILITIES

I. Cashier duties

- A. Computes bill including the addition of sales tax.
- B. Accepts payment from the customer.
- C. Keeps the counter neatly arranged and stocked with supplies.
- D. At some fast food restaurants the cashier also takes and fills orders from the counter.
- E. Answers phone calls.
- F. Handles complaints courteously.
- G. Performs any other duties as set by the restaurant's policy.

II. Opening duties

- A. Obtain change from the cash register.

(NOTE: Get enough bills to complete your shift.)

- B. Count the money to be used for change and make sure the amount is correct.
- C. Separate the bills and coins into the proper places.
- D. Fill the automatic change maker if one is used.
- E. Allow enough time for setting up the cash register so there will not be any delays for the customers and the cashier can look relaxed.
- F. Check the menu for any price changes.

III. Dealing with customers.

A. Procedures for the counter service.

- 1. Greet your customer quickly with enthusiasm and with a smile.
- 2. Take the customer's order, and when completed, read it back to the customer so you will prevent an error.
- 3. If a drink or side order was not ordered, help your customer out by making a suggestion.
- 4. Call the order in loud and clear, finishing with a PLEASE.

5. Make your drinks, according to directions, and then put lids on them and place them on a tray.
6. Package the order carefully, double checking it for accuracy before taking it to the customer.

(NOTE: Make sure take out orders are complete with napkins, flatware, salt, and pepper.)
7. Take your customer's payment and then count the change back carefully.
8. Thank your customer, saying something like "Come again".

B. Answering and handling phone calls.

1. Answer promptly when phone rings.
2. Identify the restaurant and yourself.
3. Be pleasant during the conversation.
4. Handle the call correctly.
 - a. Try to locate the person called.

EXAMPLE: "If you will wait a moment, I will try to locate Mrs. Jones for you."

- b. Ask a caller to wait.

EXAMPLE: "The manager is talking with a customer. May I help you, or would you like to have your call returned?"

- c. Offer assistance when possible.

EXAMPLE: "Mrs. Martin, the manager, is sick today. May I help you?" or "Mrs. Martin should be back at 4 o'clock. Would you like to talk to the assistant manager, Mr. Lopez?"

- d. Take a message when the call is for someone not able to come to the phone.

EXAMPLE: "Mrs. Smith is not here right now. May I take a message?"

- (1) Have a pencil, pad, and calendar at hand.
 - (2) Make notes on information as given.
 - (3) Write neatly.

(4) Ask politely to have information repeated if you could not understand.

(5) Repeat the recorded information to be sure it is correct.

e. Ask a person to hold if you are busy with a customer.

EXAMPLE: "Hello, this is the Harvey's Restaurant. Will you hold, please?"

(1) Depress the "Hold Button" to put a person on hold.

(2) Get the person's attention when you return to the phone.

EXAMPLE: "I'm sorry for making you wait; may I help you?"

(3) Offer the caller a choice of waiting or being called back, if you are going to be busy for several minutes.

f. Transfer a call to the proper person when necessary.

EXAMPLE: "I'm sorry, Mr. Jordan in our office makes all reservations. May I transfer your call?"

C. Handling complaints

1. Listen to the customer.

2. Apologize for any inconvenience.

3. Do not argue.

4. Thank the customer for bringing the matter to your attention.

5. Call the manager when you think you cannot handle the situation.

IV. Closing duties

A. Balance the register by counting the cash and the sales checks.

B. For safety, don't count the money within public view.

C. Never leave money unguarded.

D. Separate money by denominations.

- E. Count and record the amounts on the balance sheet.
- F. Subtract the amount of money you began with from the amount in the cash register.

(NOTE: The difference should equal the total of the sales receipts.)

- G. Prepare any reports required by the management.

- H. Prepare a deposit slip.

(NOTE: See illustration.)

- I. Place the money in the safe or give it to the manager.

(NOTE: Follow the policy of the restaurant.)

CURRENCY — Please Register if Banking By Mail		DOLLARS	CENTS
CHECKS — Please List Separately With Name of Bank or Place Drawn On			
TOTAL OF CHECKS LISTED ON REVERSE SIDE			
TOTAL DEPOSIT —→			
PLEASE SEE THAT ALL CHECKS AND DRAFTS ARE ENDORSED			

CASHIER

ASSIGNMENT SHEET 3--OPENING AND CLOSING DUTIES

- A. Write true or false in each blank by the following statements. If the statement is false, explain why.
- _____ 1. It is the manager's job to obtain the change bank for the cash register at the beginning of each shift.
 - _____ 2. The cashier must count the money to be used for change and make sure it is correct.
 - _____ 3. The cashier should arrive in time to set up the cash register in order to leave work early.
 - _____ 4. Count the money (shift or day's receipts) in public view to impress people.
 - _____ 5. When closing out a cash register, separate money according to denominations, then count and put it under the counter for the next shift.
 - _____ 6. By subtracting the amount in the money bank from the total amount in the cash register, the amount of sales will be known.
 - _____ 7. It is the duty of the cashier to fill the automatic change maker, if one is used.
 - _____ 8. It is not the duty of the cashier to prepare any reports.
- B. Using the back of this sheet, list the duties of the cashier other than regular opening and closing duties. Include any not listed on the Information Sheet that you do at your work station.

CASHIER

ASSIGNMENT SHEET 4--USING THE TELEPHONE CORRECTLY

Directions: Select one of the following situations to role-play on a mock telephone before the class. Demonstrate correct usage of the telephone in handling the situation. Have the class fill out the check sheet on the next page.

- A. The manager is talking on another phone when you receive a phone call requesting to speak to the manager. Take necessary action.
- B. The manager is out of town and will be gone for several days. Take necessary action.
- C. The manager is gone for the day. Take necessary action.
- D. Caller requests information on reservations. Take necessary action.
- E. Caller requests information that only the manager would have and the manager is in an office with an extension. Take necessary action.
- F. Caller requests directions on how to get to the restaurant. Take necessary action.
- G. Caller requests to speak to a customer in the restaurant. Customer cannot be located. Take necessary action.
- H. The telephone rings while you are busy with a customer. Take necessary action.

TELEPHONE USAGE CHECK SHEET

Directions: While observing each role-playing situation, mark yes or no for each of the following statements. Mark a line through any yes or no blocks that do not apply to a situation.

	Situations		1	2	3	4	5	6	7	8
	Response		yes	no	yes	no	yes	no	yes	no
1. Answered phone promptly.										
2. Identified restaurant.										
3. Gave caller a choice of waiting or being called back.										
4. Offered assistance or referred call to another person who could assist.										
5. Explained situation to caller.										
6. Stated when manager might be reached.										
7. Had necessary pad and pencil at hand.										
8. Offered to take a message.										
9. Made notes as information was given.										
10. Wrote legibly.										
11. Politely asked caller to repeat information not clearly understood.										
12. Verified accuracy of spelling, phone numbers, dates, or figures.										
13. Depressed Hold Button during an interruption.										
14. Politely attracted attention when resuming a call.										
15. Expressed regret for interruption.										
16. Used a pleasant voice.										
17. Was courteous.										
18. Tactfully closed conversation and quietly hung up receiver.										

CASHIER

ASSIGNMENT SHEET 5--HANDLING COMPLAINTS

Directions: Explain in writing or role-play how you would handle each of the following situations.

- A. A customer complains about the service received.

- B. After receiving the change, the customer complains about the change being incorrect. The cashier sees the error made.

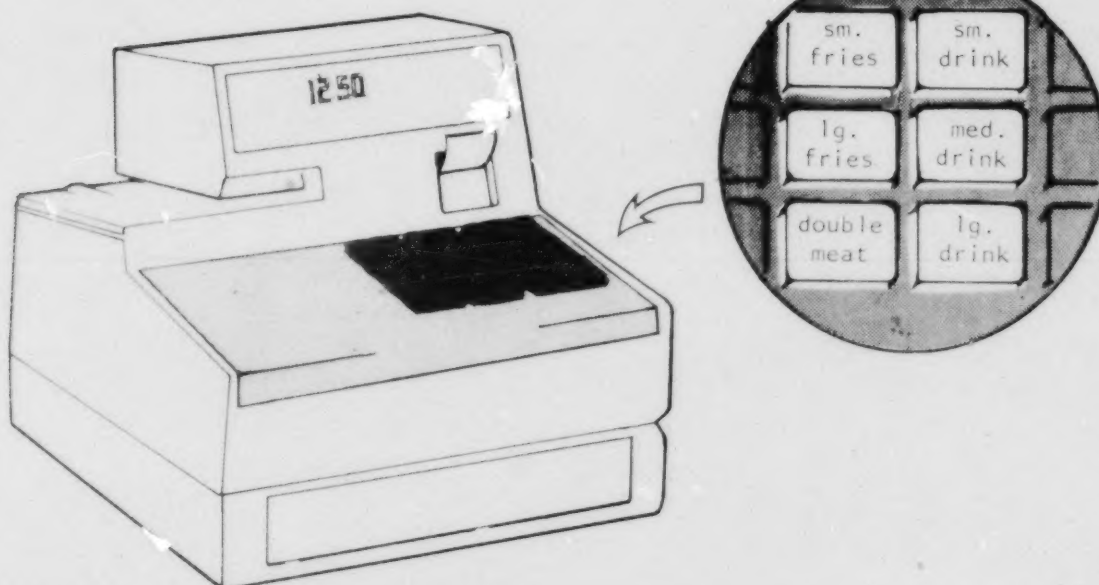
- C. A customer calls in a complaint about becoming sick from food that was eaten at the restaurant.

CASHIER

INFORMATION SHEET 4--THE CASH REGISTER

I. Types of cash registers

- A. Conventional registers have a printed ledger sheet for accounting and a customer receipt.
- B. Electronic registers have made accounting more accurate and easier.
- C. Computerized cash registers may have keys labeled with food items so that bills will be automatically added when the key is pressed.



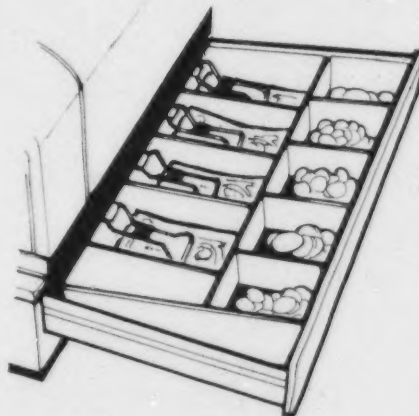
II. Operation of the cash register

- A. Detailed instructions on how to operate the training station's cash register are given by the management.
- B. The cash register is an expensive, delicate machine, so handle it carefully. For example, a National Cash Register costs approximately \$4,500.
- C. Most cash registers have several types of keys:
 - 1. Numerical keys--which register the amount of the sale
 - 2. Lettered keys--which record who operated the register and the type of purchase
 - 3. Special keys--which register cash received, cash paid out, NO SALES, and voids.

- D. Each sale is printed on a roll of paper called the detail or audit tape.
- E. The detail tape permits an accurate reading of the amount at the end of the day minus the amount of the reading at the beginning of the day or shift.
- F. Some cash registers will print a receipt for the customer, with the amount of the purchase, change returned, and date included.
- G. The cash register has a cash drawer for money and may also be connected to an automatic change maker.
 - 1. An amount of change up to \$1 can be made.
 - 2. Keys are pressed to release the exact amount of change.
 - 3. The change travels to a metal cup for the customer to remove.
 - 4. The cashier must keep the change maker filled.
- H. Cashiers usually have to account for sales and voids.
- I. When reading or proving at the end of the day, the total sales must equal the cash in the drawer minus the amount of cash begun with, cash paid out, and all charges made.

III. Arranging the Cash Drawer

- A. A cash drawer has two rows with sections for various denominations.
- B. Personal checks are kept in the back row on the left hand side or under the cash drawer.
- C. Cash drawers have divisions on the back row for bills.
- D. All bills should be placed face up and facing the same direction.
- E. In the front of the drawer are divisions for coins such as pennies, nickels, dimes, quarters, and half-dollars.



F. No special division is usually made for silver dollars.

EXAMPLES:

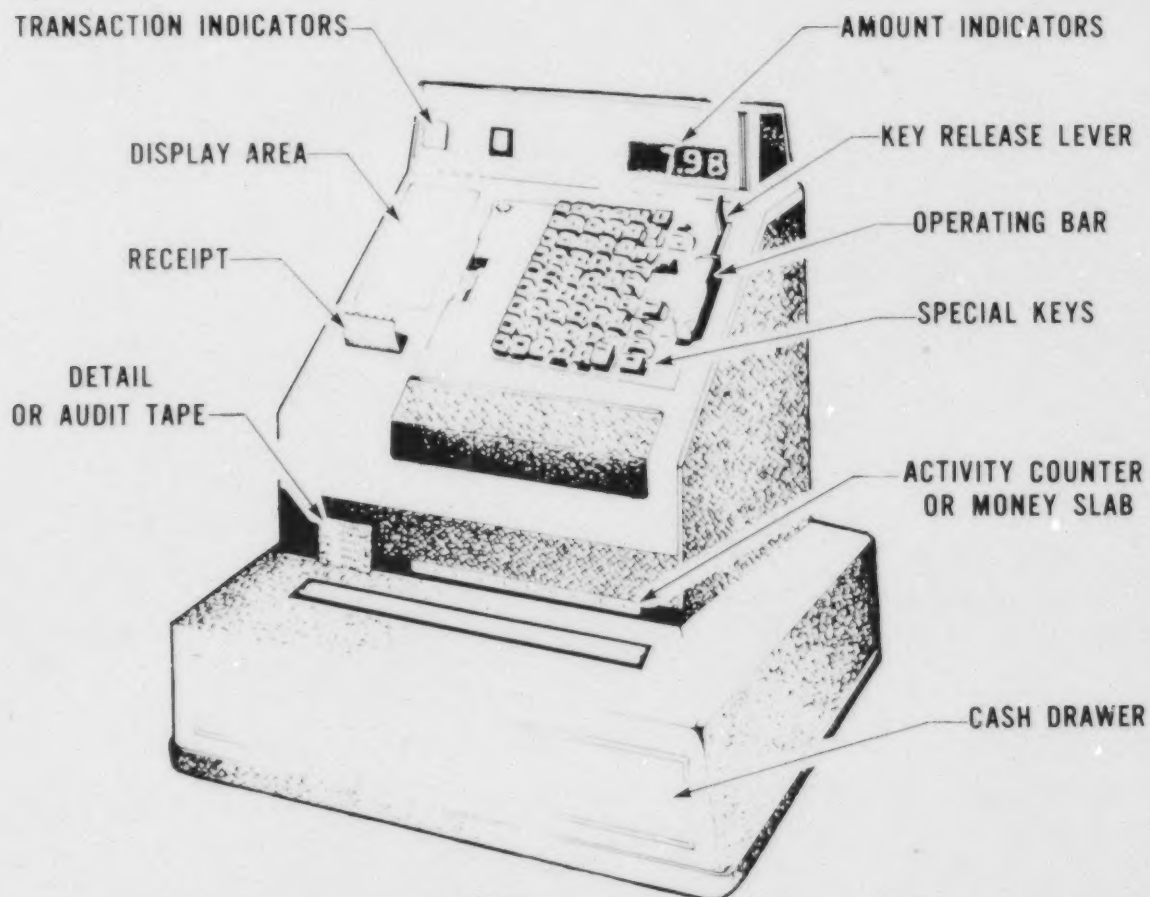
1.

	\$10	\$5	\$1
50c			
25c	10c	5c	1c

2.

	\$20	\$10	\$5	\$1
50c	25c	10c	5c	1c

IV. Parts of a cash register



CASHIER

ASSIGNMENT SHEET 6--ARRANGING THE CASH DRAWER

Directions: On the cash drawers pictured below, label each separate space according to the denomination of the bills or coins kept in each. Also indicate where personal checks and larger bills are kept.

A.

B.

CASHIER

ASSIGNMENT SHEET 7--IDENTIFYING THE PARTS
OF A CASH REGISTER

Directions: Label the parts of the cash register shown below by writing the name of each by the correct letter.



CASHIER

ASSIGNMENT SHEET 8--OPERATION OF THE CASH REGISTER

Directions: Fill in the blanks with the correct word or words.

- A. 1. An employee can usually get detailed instructions from the _____ on how to operate the cash register.
2. The cash register is an _____ and _____ machine and should be handled with care.
3. Most registers have _____ keys, _____ keys, and _____ keys to complete a purchase.
4. The _____ permits an accurate reading at the end of the day or shift, minus the reading at the beginning of the day or shift.
5. Some registers will print a receipt with _____, and _____.
6. Voids (overring, underring) and sales usually have to be accounted for by _____.
7. The automatic change maker will deliver amounts of change up to _____.
8. It is the job of the _____ to keep the automatic change maker filled.
- B. 1. What problem could arise if a cashier is not alert when using the automatic change maker?
2. How should bills be returned to the customer?
3. How should bills be placed in the cash register?

CASHIER

ASSIGNMENT SHEET 9--BALANCING THE CASH REGISTER

Directions: After reading the instructions and looking over the example balance sheet below, complete the balance sheet on the following page.

The cash register has \$130 in it, and there should be \$55 worth of totaled customer tickets. Count all the cash on hand and record the amount. Total all the tickets or read the sales tape on the cash register and then subtract the amount of sales from the cash on hand. Compare this difference of the two amounts with the amount of cash that was in the register before any sales were received. If the two amounts are the same, the register balances.

EXAMPLE:

Balance Sheet

Original change bank = \$ 75.00
 Total cash on hand after sales = \$130.00

Coins

Half-dollars	\$15.50	Ones	\$28.00
Quarters	19.00	Fives	25.00
Dimes	8.30	Tens	10.00
Nickels	3.50	Twenties	20.00
Pennies	.70		
	<u>\$47.00</u>		\$83.00 = \$130.00

Total cash on hand	\$130.00
Change bank	- 75.00
	<u>\$ 55.00</u>

Total customer sales = \$55.00

Double Check

Change bank	\$ 75.00
Total customer sales	+ 55.00
	<u>\$130.00</u>

Balance Sheet

Original change bank \$75.00
 Total cash on hand after sales _____ (a)

Coins

Bills

Half-dollars \$12.50
 Quarters 7.25
 Dimes 3.60
 Nickels 2.95
 Pennies .23

Ones \$21.00
 Fives 10.00
 Tens 20.00
 Twenties 60.00

\$ _____ (b) + \$ _____ (c)
 = _____ (d)

Total cash on hand \$ _____ (e)
 Change bank \$75.00
 Total (cash sales) \$ _____ (f)
 Total customer sales \$ _____ (g)

Double Check

Change bank 75.00
 Total customer sales + \$ _____ (h)
 \$ _____ (i)

CASHIER

INFORMATION SHEET 5--RECEIVING PAYMENTS
AND GIVING CHANGE

I. The Change Bank

- A. Each morning a supply of change for use during the day must be placed in the cash drawer. This supply of money is called a "change bank".

(NOTE: Usually the manager will give you the change bank for the day.)

B. Putting a change bank in the register.

1. Record a "NO SALE" on the cash register to open the drawer.
2. Count the coins, one denomination at a time, putting them in their proper compartment.
3. List the total of each denomination on a slip of paper.
4. Then count the paper money (currency) and list it.
5. Total the figures to make sure the amount of change is correct.
6. At the close of the day, a similar procedure is followed in accounting cash sales for the day.
7. The totals are listed on the Daily Balance Slip.

II. Making change

- A. Give the customer an appropriate greeting.
- B. Look over the restaurant check for errors.
- C. Look at the customer and state the amount of the check and the amount of money the customer has given you.

1. Keep customer's money in plain view.
2. Call back both the total and the amount received.

EXAMPLE: "That will be fifteen dollars and forty-eight cents out of twenty dollars."

B	3.50	MEAT
B	1.50	MEAT
B	1.25	SALD
B	1.25	SALD
B	.40	VEGT
B	.40	VEGT
B	.40	VEGT
A	.35	ROLL
A	.50	FRUT
A	.50	FRUT
C	.60	TEA
C	.60	TEA
C	.75	PIE
C	.75	PIE
	14.75	TOT
	.73	TAX
	15.48	SERV
		THANK YOU

- D. Place the restaurant check to one side of the cash drawer.
- E. Record the amount of the check on the cash register.
- F. Place the customer's money on the money slab above the cash drawer.

(NOTE: This will allow the customer and the cashier to see the denomination on the bill until the change is made.)

- G. Count change carefully.

- 1. Make change with the fewest pieces of money possible. This will help speed service to customers and lessen chances for error by using fewer coins.

EXAMPLE: Use a dime instead of 2 nickels, a quarter instead of 2 dimes and a nickel, and a half-dollar instead of 2 quarters.

- 2. Count change back to the customer aloud, beginning with the amount of the bill.

EXAMPLE: That will be two thirty-five out of five. Two thirty-five, two-forty, two-fifty, two seventy-five, three dollars, four dollars, and five. Thank you.

- 3. If the cash register is one that automatically figures the change, count up to the amount showing.

EXAMPLE: Your change is one dollar and twenty-two cents. One dollar, one dollar and ten cents, twenty, twenty-one, twenty-two.

- 4. In counting money, be sure to mention each dollar denomination. This will prevent skipping a dollar.

EXAMPLE: Incorrectly done: "That was \$3.78 out of \$5--78, 79, 80, 90, 3, 4, 5."

Correctly done: "That was \$3.78 out of \$5. three 78, three 79, three 80, three 90, four dollars, five dollars.

- 5. A customer, whose total is a few cents over an even account, may give you the odd pennies in addition to the money for which you must make change.

EXAMPLE: The customer buys an item costing \$1.26 and gives you two \$1 bills and one penny in payment. Cancel out the odd penny when counting the change from the cash drawer: \$1.25 out \$2.01--\$1.25 and 25 is 1.50 and 50 is \$2."

Then, when counting back to the customer, follow the usual rule, starting with the amount the customer gave you--"That will be \$1.26 out of \$2.01--\$1.26 and 25 is \$1.51, and 50 makes \$2.01."

6. Use the automatic change maker if available.
 - a. Press the keys for the correct change.
 - b. Repeat the amount of change to the customer.
 - c. Check the coin cup to see if the correct amount was returned by glancing into the cup.

(NOTE: It is easy to press an incorrect key, so always be sure to double-check the cup.)

- d. Count out the bills from the smallest to the largest.
- H. Thank the customer.
- I. Place the money the customer gave you in the proper compartments in the cash drawer.
- J. Close the cash register drawer.

(CAUTION: Don't get your fingers caught in the drawer when it is closing.)
- K. File the customer's bill.

III. In case you give out incorrect change:

- A. If the customer questions the amount of change, always be courteous.
- B. Ask that all of the change received by the customer be handed back to you, and then begin counting all over again.

EXAMPLE: "I'm sorry! Please allow me to count the change back to you."
- C. If you discover that the amount of change you gave the customer is wrong and you are sure you have made a mistake, register a NO SALE on the cash register. Then, make the necessary correction in giving the change the second time.
- D. If you are not sure who is right, have the cash drawer checked by an authorized person, e.g., the manager.
- E. Never argue with the customer
- F. If the customer wants to argue, let someone with higher authority handle the situation.

IV. Safeguards in handling money

A. Do not run out of change.

(NOTE: When you need change, buy it from the manager with large bills from the register.)

B. If you must leave your station, lock the cash register.

C. Never make change out of your own pocket.

D. If you should over- or under-ring on the cash register, correct the error by re-ringing the customer's bill correctly, and then void the incorrect cash register receipt.

E. You are responsible for the money you handle, so handle it correctly and carefully at all times.

CASHIER

ASSIGNMENT SHEET 10--COUNTING CHANGE

Directions: Use the fewest number of coins and bills to record the correct amount of change for each sale listed.

EXAMPLE:

Sales No.	Amount of Sale	Amount Received	Coins					Bills		
			1¢	5¢	10¢	25¢	50¢	\$1	\$5	\$10
A	\$1.98	\$ 5.00	2					3		

Sales No.	Amount of Sale	Amount Received	Coins					Bills		
			1¢	5¢	10¢	25¢	50¢	\$1	\$5	\$10
1.	\$ 9.15	\$20.15								
2.	24.95	50.00								
3.	12.40	15.00								
4.	32.41	40.00								
5.	15.25	20.25								
6.	27.80	30.00								
7.	8.12	10.00								
8.	13.00	20.00								
9.	18.21	20.00								
10.	14.67	20.00								

CASHIER

ASSIGNMENT SHEET 11--ROLE-PLAYING CHANGE MAKING

Directions: Use play money of some sort to act out each of the situations given below. Role-play any other situations with which you have had problems at your training station. Ask for class help in reaching solutions.

Situation 1

Student is to take customer's tab totaling \$18.31. The customer gives the cashier a \$20 bill. The cashier returns the correct change by following the proper procedures listed on Information Sheet 5.

Situation 2

Student is to take customer's tab totaling \$25.60. The customer gives the cashier a \$50 bill. The cashier returns the correct change by following the proper procedure under service duties.

Situation 3

Student is to take customer's tab totaling \$32.90. The customer also requests the purchase of 2 candy mints at 5¢ each and a package of gum at 16¢. The customer gives the cashier \$40. The cashier returns the correct change by following the proper procedure under service duties.

CASHIER

ASSIGNMENT SHEET 12--HANDLING MONEY

Directions: Answer the following questions in the space provided.

- A. Explain what a "change bank" is, and list the steps for placing a "change bank" in your cash register.

- B. Why is it important that counting change should be done carefully?

- C. Explain why it is important to place the customer's money on the money slab above the cash drawer.

- D. Why is it better to always make change with the fewest pieces of money possible?

- E. What steps do you follow in case you give out incorrect change?

CASHIER

INFORMATION SHEET 6--ACCEPTING CHECKS
AND CREDIT CARD PAYMENTS

I. Handling credit cards

A. Reasons for using credit cards.

1. More convenient than cash.
2. Can be used for most purchases.
3. Provide receipts for tax purposes.

B. Commonly used credit cards

1. VISA
2. American Express
3. Master Charge
4. Diner's Club
5. Carte Blanche

C. Accepting credit cards

1. Not all places of business honor all credit cards.
2. Usually, acceptable credit cards are displayed on the door of the restaurant or at the cash register.
3. Find out from the manager which credit cards are acceptable.

D. Processing a charge slip

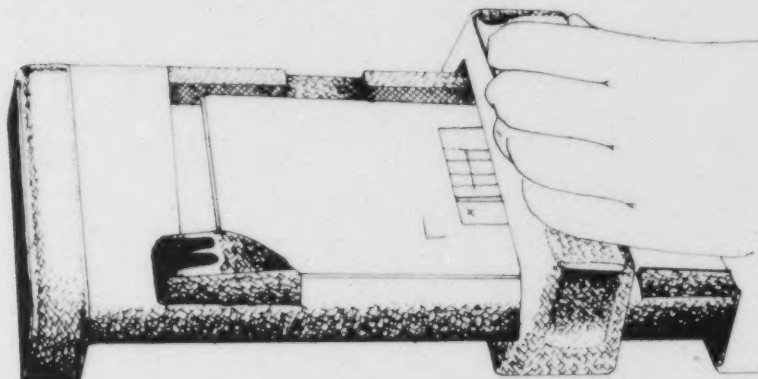
1. Ask the customer if a credit card will be used to pay the bill.
2. Determine if the credit card is one accepted by the restaurant.
3. Obtain the card from the customer.
4. Check the expiration date on the credit card.

(NOTE: If the card has expired, tell the customer that you are sorry but you cannot accept the card with an expired date.)

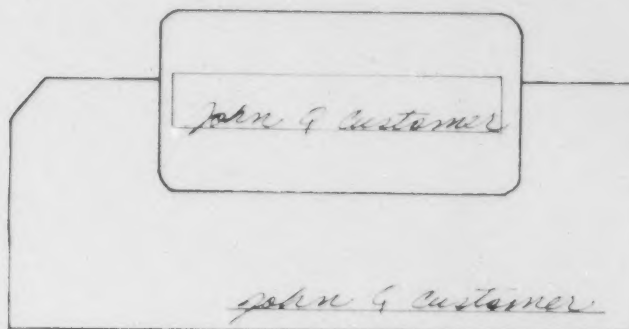
5. Write the date of sale or set the machine so that it will print the correct date on the charge slip.

[illegible]

9. Move the handle across the machine and back to the original position.



10. Remove the slip and card from the machine.
11. Have the customer sign the slip.
12. Compare the signature against the credit card signature.



13. Return the credit card to the customer.
14. Give the customer a copy of the charge slip.
15. Place the original and other copies in the cash drawer or any special file.
16. Thank the customer when the transaction is completed.

II. Cashing checks

- A. Be familiar with company policy.
- B. Checks should be written in ink.

(NOTE: Do not accept checks written in pencil.)

- C. Checks should be properly dated.

- D. Address and phone number of person should appear on the check.
- E. The amount of the check should be clearly written in numbers and words.
- F. Have the customer initial any corrections that are made on the check.

Example:

John Smith
2703 Pine St. 886-7111
Commerce, TX 75428

175

10-15 19 78 88-2398
11 9

Red Lobster \$ 13.00

Thirteen and no/100 DOLLARS

HOME TOWN BANK
Your Town, Texas

Dinner

John Smith

1 5 4 5 2 3 9 8 1 0 2 1 8 2 3 1 7 0

- G. Follow the restaurant rules for getting checks approved.

1. Limits on the amount
2. Out-of-town
3. Two-party
4. Company payroll

- H. Ask for proper identification courteously.

(NOTE: Some restaurants require more than one form of identification.)

- I. Do not accept checks marked For deposit only.
- J. Do not accept a check without the account numbers on it or with altered account numbers.
- K. Do not accept checks with the company name typed rather than printed on the front.

IV. Traveler's checks

- A. Have the customer sign the check in your presence.

- B. Have the customer sign the check again if it has been signed without your seeing the signature written.



- C. Compare the customer's signature with the signature made at the time the check was purchased at the bank.

CASHIER

ASSIGNMENT SHEET 13--HANDLING CREDIT CARDS

- A. 1. Why do some customers prefer to use credit cards?
2. What are some commonly used credit cards?
3. Which credit cards are honored at the restaurant where you work?
- B. Do you prepare a charge slip at work according to the procedure listed on the information sheet? _____
- C. Explain how to use the credit card stamping machine.

- D. A customer wants to charge his \$4.50 dinner (.23 sales tax). Prepare the sales slip below. Handwriting should be neat and legible.

SALES DRAFT		BUILD BY 5-H	IDENTIFICATION	TAXE	
				MENU	
meal					7.00
7/8/10				SUB TOTAL	
				TAX	23
CARDHOLDER'S SIGNATURE Chris Bae				TOTAL	4 73

RETAIN THIS COPY FOR STATEMENT VERIFICATION

CASHIER

ASSIGNMENT SHEET 14--CHECKS AND TRAVELER'S CHECKS

Directions: Look over each of the following checks. List the errors you would find if you had been given the checks on June 4, 1978.

A.

		175
		88-2398 11 9
6/4 19 78		
PAY TO THE ORDER OF	<i>Ab's Groceries</i>	\$ <i>15.00</i>
<i>Fifteen Dollars and no/100 - Dollars</i>		DOLLARS
HOME TOWN BANK		
Your Town, Texas		
MEMO	<i>groceries</i>	<i>Kraig Jones</i>
⑆9119⑆ 2398⑆		⑆218⑆ 231⑆ 7⑆

1.

2.

3.

B.

George Jones		175
1707 W. Lovers 274-6738		
Arlington, Tex. 76013		
		88-2398 11 9
7/4 19 77		
PAY TO THE ORDER OF	<i>Penny's</i>	\$ <i>25.00</i>
<i>Twenty-five Dollars and no/100 -</i>		DOLLARS
HOME TOWN BANK		
Your Town, Texas		
MEMO	<i>dress</i>	<i>Mirtle Jones</i>
⑆9119⑆ 2398⑆		⑆218⑆ 231⑆ 7⑆

1.

2.

3.

I-54

C.

George Jones		175
1707 W. Lovers 274-6738		
Arlington, Tex. 76013		
5/4 19 77		88-2398
Pay to the order of <u>Jackson's</u>		\$ <u>50.00</u>
<u>Fifty ~~and~~ dollars and ⁰⁰/₁₀₀</u>		DOLLARS
HOME TOWN BANK		
Your Town, Texas		
<u>George Jones</u>		
1:91:4 23981: 11 218 231 711		

1.

2.

3.

D. Traveler's Checks--List three steps a cashier should take when accepting a traveler's check.

1.

2.

3.

CASHIER

ASSIGNMENT SHEET 15--THE TRAINING STATION'S
POLICY ON CHECKS

Directions: Ask the manager about the restaurant's policy concerning the following:

- A. Cashing checks without a purchase being made.
- B. Cashing checks for money over the amount of purchase.
- C. Identification required for cashing a check.
- D. Store rules concerning limits on the amount a check may be written for and restaurant policies on out-of-town, government, and payroll checks.
- E. Other policies:

CASHIER

INFORMATION SHEET 7--SALES TAX

I. Sales tax is added to the total bill in most food service occupations.

A. Sales tax is a certain percent of the total bill.

B. A printed sales tax chart is used to show the amount of tax to collect.

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
10 thru .29	.01	12.70	.12	25.30	.25
30 " .49	.02	12.90	.13	25.50	.26
50 " .69	.03	13.10	.13	25.70	.26
70 " .89	.04	13.30	.13	25.90	.26
90 " 1.09	.05	13.50	.13	26.10	.26
1.10 " 1.29	.06	13.70	.13	26.30	.26
1.30 " 1.49	.07	13.90	.14	26.50	.26
1.50 " 1.69	.08	14.10	.14	26.70	.26
1.70 " 1.89	.09	14.30	.14	26.90	.27
1.90 " 2.09	.10	14.50	.14	27.10	.27
2.10 " 2.29	.11	14.70	.14	27.30	.27
2.30 " 2.49	.12	14.90	.15	27.50	.27
2.50 " 2.69	.13	15.10	.15	27.70	.27
2.70 " 2.89	.14	15.30	.15	27.90	.28
2.90 " 3.09	.15	15.50	.15	28.10	.28
3.10 " 3.29	.16	15.70	.15	28.30	.28
3.30 " 3.49	.17	15.90	.16	28.50	.28
3.50 " 3.69	.18	16.10	.16	28.70	.28
3.70 " 3.89	.19	16.30	.16	28.90	.29
3.90 " 4.09	.20	16.50	.16	29.10	.29
4.10 " 4.29	.21	16.70	.16	29.30	.29
4.30 " 4.49	.22	16.90	.17	29.50	.29
4.50 " 4.69	.23	17.10	.17	29.70	.29
4.70 " 4.89	.24	17.30	.17	29.90	.30
4.90 " 5.09	.25	17.50	.17	30.10	.30
5.10 " 5.29	.26	17.70	.17	30.30	.30
5.30 " 5.49	.27	17.90	.18	30.50	.30
5.50 " 5.69	.28	18.10	.18	30.70	.30
5.70 " 5.89	.29	18.30	.18	30.90	.31
5.90 " 6.09	.30	18.50	.18	31.10	.31
6.10 " 6.29	.31	18.70	.18	31.30	.31
6.30 " 6.49	.32	18.90	.19	31.50	.31
6.50 " 6.69	.33	19.10	.19	31.70	.31
6.70 " 6.89	.34	19.30	.19	31.90	.32
6.90 " 7.09	.35	19.50	.19	32.10	.32
7.10 " 7.29	.36	19.70	.19	32.30	.32
7.30 " 7.49	.37	19.90	.20	32.50	.32
7.50 " 7.69	.38	20.10	.20	32.70	.32
7.70 " 7.89	.39	20.30	.20	32.90	.33
7.90 " 8.09	.40	20.50	.20	33.10	.33
8.10 " 8.29	.41	20.70	.20	33.30	.33
8.30 " 8.49	.42	20.90	.21	33.50	.33
8.50 " 8.69	.43	21.10	.21	33.70	.33
8.70 " 8.89	.44	21.30	.21	33.90	.34
8.90 " 9.09	.45	21.50	.21	34.10	.34
9.10 " 9.29	.46	21.70	.21	34.30	.34
9.30 " 9.49	.47	21.90	.22	34.50	.34
9.50 " 9.69	.48	22.10	.22	34.70	.34
9.70 " 9.89	.49	22.30	.22	34.90	.35
9.90 " 10.09	.50	22.50	.22	35.10	.35
10.10 " 10.29	.51	22.70	.22	35.30	.35
10.30 " 10.49	.52	22.90	.23	35.50	.35
10.50 " 10.69	.53	23.10	.23	35.70	.35
10.70 " 10.89	.54	23.30	.23	35.90	.36
10.90 " 11.09	.55	23.50	.23	36.10	.36
11.10 " 11.29	.56	23.70	.23	36.30	.36
11.30 " 11.49	.57	23.90	.24	36.50	.36
11.50 " 11.69	.58	24.10	.24	36.70	.36
11.70 " 11.89	.59	24.30	.24	36.90	.37
11.90 " 12.09	.60	24.50	.24	37.10	.37
12.10 " 12.29	.61	24.70	.24	37.30	.37
12.30 " 12.49	.62	24.90	.25	37.50	.37
12.50 " 12.69	.63	25.10	.25	37.70	.38

Amount of Sale	Tax	Amount of Sale	Tax	Amount of Sale	Tax
37.90	.38	48.70	.48	59.50	.59
38.10	.38	48.90	.49	59.70	.59
38.30	.38	49.10	.49	59.90	.60
38.50	.38	49.30	.49	60.10	.60
38.70	.38	49.50	.49	60.30	.60
38.90	.39	49.70	.49	60.50	.60
39.10	.39	49.90	.50	60.70	.60
39.30	.39	50.10	.50	60.90	.61
39.50	.39	50.30	.50	61.10	.61
39.70	.39	50.50	.50	61.30	.61
39.90	.40	50.70	.50	61.50	.61
40.10	.40	50.90	.51	61.70	.61
40.30	.40	51.10	.51	61.90	.62
40.50	.40	51.30	.51	62.10	.62
40.70	.40	51.50	.51	62.30	.62
40.90	.41	51.70	.51	62.50	.62
41.10	.41	51.90	.52	62.70	.62
41.30	.41	52.10	.52	62.90	.63
41.50	.41	52.30	.52	63.10	.63
41.70	.41	52.50	.52	63.30	.63
41.90	.42	52.70	.52	63.50	.63
42.10	.42	52.90	.53	63.70	.63
42.30	.42	53.10	.53	63.90	.64
42.50	.42	53.30	.53	64.10	.64
42.70	.42	53.50	.53	64.30	.64
42.90	.43	53.70	.53	64.50	.64
43.10	.43	53.90	.54	64.70	.64
43.30	.43	54.10	.54	64.90	.65
43.50	.43	54.30	.54	65.10	.65
43.70	.43	54.50	.54	65.30	.65
43.90	.44	54.70	.54	65.50	.65
44.10	.44	54.90	.55	65.70	.65
44.30	.44	55.10	.55	65.90	.66
44.50	.44	55.30	.55	66.10	.66
44.70	.44	55.50	.55	66.30	.66
44.90	.45	55.70	.55	66.50	.66
45.10	.45	55.90	.56	66.70	.66
45.30	.45	56.10	.56	66.90	.67
45.50	.45	56.30	.56	67.10	.67
45.70	.45	56.50	.56	67.30	.67
45.90	.46	56.70	.56	67.50	.67
46.10	.46	56.90	.57	67.70	.67
46.30	.46	57.10	.57	67.90	.68
46.50	.46	57.30	.57	68.10	.68
46.70	.46	57.50	.57	68.30	.68
46.90	.47	57.70	.57	68.50	.68
47.10	.47	57.90	.58	68.70	.68
47.30	.47	58.10	.58	68.90	.69
47.50	.47	58.30	.58	69.10	.69
47.70	.47	58.50	.58	69.30	.69
47.90	.48	58.70	.58	69.50	.69
48.10	.48	58.90	.59	69.70	.69
48.30	.48	59.10	.59	69.90	.70
48.50	.48	59.30	.59	70.10	.70

Texas 5% Combined Tax Chart
4% State - 1% Local

80.00 — 4.00
90.00 — 4.50
100.00 — 5.00

II. Finding the amount of tax to charge.

- A. Total the customer's bill.
- B. Find this amount on the tax chart.
- C. The amount of tax to charge is in the right column next to the amount of the bill.

CASHIER

ASSIGNMENT SHEET 16--ADDING SALES TAX

- A. Mrs. Jones bought 1 piece of pecan pie (75¢), a combination salad (\$1.29), and a cup of coffee (25¢). How much is her bill before tax? How much tax should she be charged? What is her total bill?
- B. Mr. Smith had salad (58¢), roast and gravy (\$2.00), macaroni and cheese (53¢), beets (27¢), pie (60¢), and coffee (25¢). Subtotal the bill, add the correct amount of sales tax, and total the bill.
- C. How much sales tax should be charged on the following amounts?
- | | | |
|----|--------|-------|
| 1. | \$1.68 | _____ |
| 2. | .59 | _____ |
| 3. | 5.49 | _____ |
| 4. | 8.02 | _____ |
| 5. | 1.50 | _____ |

CASHIER

ASSIGNMENT SHEET 17--ROLE-PLAYING THE USE OF SALES TAX

Directions: Use play money to act out each of the situations given below in class.

Situation 1: The customer hands you the following bill. Find the total amount of the bill. (Use the Sales Tax Sheet included on Information Sheet 7) The customer gives you a personal check for the correct amount. What do you look for on the check? What do you ask for?

Pizza Shack	
10" Pepperoni Pizza	\$3.25
2 Soft Drinks	<u>.50</u>
Subtotal	
Tax	
Total	

Situation 2: Have a student present the following bill to you (the cashier) and a traveler's check in the amount of \$20 for payment. What do you do? What do you say? What change will the customer receive?

Mamma's Fried Chicken	
2 Snack Pacs @ \$1.19	\$2.38
1 Soft Drink	.30
1 Iced Tea	<u>.20</u>
Subtotal	
Tax	
Total	

CASHIER

INFORMATION SHEET 8--GUARDING AGAINST THEFT

I. Counterfeit bills

- A. Some businesses may hold the employee responsible for accepting counterfeit money.
- B. There are ways of detecting counterfeit bills.
 - 1. Hairlines on portraits may blend into the background.
 - 2. Points around the colored seal may not be clear and sharp.
 - 3. Crisscross lines on the border are often not clear and distinct.
 - 4. Serial numbers may be out of line, poorly spaced, or printed too light or dark.
 - 5. The color of a bill may be too light or dark.
 - 6. Bills will often appear to be too clean, stiff, or thick.
 - 7. Compare any unusual bill to another bill of the same denomination.

C. Pictures on different denominations

- 1. \$1--Washington
- 2. \$2--Jefferson
- 3. \$5--Lincoln
- 4. \$10--Hamilton
- 5. \$20--Jackson
- 6. \$50--Grant

II. Shortchange artist

- A. Cheats cashier by using confusion or distraction.
- B. Interrupts the cashier while making change and asks for change in a different denomination.

- C. Rushes the cashier and also may want to purchase something from the display counter.

EXAMPLE: The cashier may be given a bill for payment after the change has been returned. The customer may then change a combination of bills and coins to a lesser amount and then ask for his bill to be returned as the lesser change is handed back to the cashier. During the exchange the cashier is cheated.

- D. Ways to avoid the shortchange artist.

1. Ask a customer to wait and then finish the transaction to avoid being confused and distracted.
2. Have the customer's money in your hand before giving any change even if the customer asks for change several times.
3. Always call out loud the denomination of the bill the customer hands you.
4. Close the cash drawer and contact the manager if total confusion occurs.

III. Money manipulation

A. Split bills

EXAMPLE: A \$1 bill and a \$10 bill may be separated by a special process and then the sides of the two bills interchanged. This would produce two bills, each having a ten side and a one side. The manipulator will then pass the two changed bills which originally were worth \$11 for \$20 worth of merchandise.



Another method is to cut bills in half and attach the right half of a large bill to the left half of a small bill. The bills are then passed with a stack of the larger bills.

B. Marked bills



EXAMPLE: A person may buy something inexpensive with a \$10 bill which is marked with an easily identified mark or a torn corner. The person receives the change and leaves. The partner then comes along, buys something inexpensive with a dollar bill, and then argues that it was a \$10 bill given to the cashier. The manipulator proves it by identifying the mark or torn corner on the bill. The cashier looks into the cash drawer, finds the bill that meets the description, and gives the second manipulator \$9 more in change.

C. Preventing money manipulation.

1. Examine both sides of a bill.
2. Look for unusual markings.
3. Casually or humorously let the person know you found a marking on the bill.
4. Do not place money in the cash drawer until the customer has indicated correct amount of change was received.
5. Place any marked bill under the cash drawer tray.

IV. Robberies

- A. Be quick to notice strange cars parked near the front or rear entrance of the businesses, especially if the motor is running.
- B. Do what a robber says without arguing.
- C. Remember the robber's description
 1. Age
 2. Nationality
 3. Height
 4. Weight
 5. Build
 6. Sex

7. Complexion
8. Eyes and hair colors
9. Clothing
10. Voice
 - a. low
 - b. high
 - c. lisp
 - d. accent
11. Tattoos
12. Scars
13. Limp
14. Type of weapon



D. Get the license number and make of the car.

CASHIER

ASSIGNMENT SHEET 18--DEALING WITH COUNTERFEIT BILLS,
SHORTCHANGE ARTISTS, MONEY MANIPULATORS, AND ROBBERS

Directions: Answer each of the following questions in the space provided. Ask experienced cashiers or managers for additional information.

- A. A customer gives you a \$10 bill for payment. What are 4 things a cashier can look for to determine if it is counterfeit?

1.

2.

3.

4.

- B. Name the person whose picture will be found on the following bills.

1. \$1

2. \$2

3. \$5

4. \$10

5. \$20

6. \$50

- C. List 2 ways a shortchange artist cheats a cashier.

1.

2.

- D. How should a cashier handle a shortchange situation?

I-68

E. List 4 ways to guard against money manipulators.

1.

2.

3.

4.

F. List 2 things a cashier should do in case of a robbery.

1.

2.

CASHIER

TEST--PART 1

Directions: Match the terms associated with the cashier to the correct definition by writing the correct number in each blank.

- | | |
|--|-----------------|
| ___ 1. Being thoughtful and courteous of others' feeling in handling various situations. | a. Accurate |
| ___ 2. Ability to handle situations easily and calmly. | b. Tactful |
| ___ 3. Productivity without waste. | c. Change maker |
| ___ 4. A characteristic or action of a person which is usually done unknowingly. | d. Poise |
| ___ 5. Being careful and watchful. | e. Denomination |
| ___ 6. People who control and give directions at a training station. | f. Alert |
| ___ 7. A help or advantage. | g. Mannerism |
| ___ 8. Correct. | h. Legible |
| ___ 9. Neat and readable. | i. Asset |
| ___ 10. Figure a check or amount. | j. Efficiency |
| ___ 11. A business deal in which satisfactory exchanges are made. | k. Compute |
| ___ 12. A machine which will operate or perform a certain function on its own. | l. Transaction |
| ___ 13. Makes change automatically when the proper keys are pushed. | m. Management |
| ___ 14. Value or size of a piece of money. | n. Automatic |

- ___ 15. Checks given by the customer to pay for service.
- ___ 16. Numbers on bills to identify them.
- ___ 17. Amount of money put in the cash register at the start of the day or shift.
- ___ 18. Cash register record of transactions, number of customers, and date.
- ___ 19. The part of a cash register which allows the cashier to change the amount shown on a register when an error has been made.
- ___ 20. The part of the register used to open the cash drawer without adding or taking away from the amount in the cash drawer.
- ___ 21. A card allowing a customer to charge or delay payment on purchases made.
- ___ 22. A copy of the original
- ___ 23. To handle by an artful or unfair method for self-benefit.
- ___ 24. Money made by an individual but not approved by the U.S. government.
- ___ 25. To discover or find out about something.
- ___ 26. A person that is an expert in cheating the cashier by confusion and distraction.
- ___ 27. To check for correctness of amounts of money.
- o. Proving
- p. No-sale key
- q. Detecting
- r. Void key
- s. Counterfeit bill
- t. Credit card
- u. Detail tape
- v. Shortchange artist
- w. Reproduction
- x. Serial numbers
- y. Manipulate
- z. Change bank
- aa. Personal check

CASHIER

TEST--PART 2

1. Point out the correct ways of displaying proper work attitudes by answering TRUE or FALSE to each of the following statements.
 - ___ a. Be courteous and considerate in order to get along successfully with customers.
 - ___ b. Be dishonest in dealing with the customer when you can make extra money for the restaurant.
 - ___ c. Learn to be tactful and thoughtful when speaking to customers.
 - ___ d. Be pleasant except when the customer is not.
 - ___ e. Speed is important but not accuracy.
 - ___ f. Thank the customers in a pleasant manner and ask in a pleasant manner if they were satisfied with the meal.
 - ___ g. Show pride in your job.
2. Select the correct ways of making your appearance fit your job by circling the word that best completes each statement below.
 - a. Be clean and (untidy, neat).
 - b. Manicure your (hands, hair).
 - c. Avoid (attractive, flashy) clothing, jewelry, or nail polish.
 - d. Smile (friendly, seldom) and have a pleasant manner to make the customer relaxed.
 - e. Be (alert, droopy) at all times because you can always be seen by the customer.
 - f. Use (good, bad) posture instead of looking tired and droopy.
 - g. If an error is made (don't apologize, apologize).

CASHIER

TEST--PART 3

1. Point out the opening duties of a cashier by placing a "✓" in front of each.
 - ___ a. Obtain change for the cash register.
 - ___ b. Watch the manager count the money to be used for change and then put it in the cash drawer.
 - ___ c. Put all the bills in the same stack and the coins in the same part of the drawer.
 - ___ d. Fill the automatic changer if one is used.
 - ___ e. Allow enough time to set up the cash register.
2. Point out the closing duties of a cashier by placing a "✓" in front of each.
 - ___ a. Balance the register by counting the cash and the sales checks.
 - ___ b. Count the money in public view so you will not be accused of stealing.
 - ___ c. Never leave money unguarded.
 - ___ d. Separate money into change and bills.
 - ___ e. Have someone in the restaurant record the amounts on the balance sheet.
 - ___ f. Prepare any reports and the deposit slip if required by the management.
 - ___ g. Leave the money on the counter for the next day.
 - ___ h. Prepare a deposit slip.
3. Point out additional responsibilities of the cashier during the day by placing a "✓" in front of each.
 - ___ a. Check on the kitchen help.
 - ___ b. Sell items at the display counter.
 - ___ c. Keep counter stocked with items sold.
 - ___ d. Keep counter neatly arranged.
 - ___ e. Answer phone calls and refer them to the manager.
 - ___ f. Sells items at the counter for higher prices.
 - ___ . Handle complaints courteously.

4. Select the qualities of a good telephone personality by answering yes or no to each of the following statements.
 - ☐ a. Be pleasant only if the person you are talking to is pleasant.
 - ☐ b. Show friendliness toward every person.
 - ☐ c. Try not to show an interest in the person calling.
 - ☐ d. Be sincere with any statement you make.
 - ☐ e. Offer no information to a caller.
 - ☐ f. Try to talk to callers as long as they will keep talking.
 - ☐ g. Politely direct a call to a close after the purpose for the call is completed.

5. Point out the correct procedures for answering and handling a phone call by rewriting each statement below so that it will give the correct procedure.
 - a. Allow the phone to ring several times before answering.

 - b. Don't tell the person calling who you are or the name of the restaurant.

 - c. Handle incoming calls harshly so people will not be calling and bothering the restaurant.

6. Identify the correct methods of handling complaints by placing a "✓" in front of each.
 - ☐ a. Don't listen to a complainer; hang up.
 - ☐ b. Apologize for any inconvenience.
 - ☐ c. Try to argue out of the situation.
 - ☐ d. Thank the customer for bringing the matter to your attention.
 - ☐ e. Never bother the manager with a complaint even if you can't handle it.

CASHIER

TEST--PART 4

1. Explain the operation of the cash register by circling the word (or words) which best completes each statement.
 - a. Detailed instructions on how to operate the cash register should be given by the (cook, manager).
 - b. The cash register is an (expensive, inexpensive) and delicate machine so handle it carefully.
 - c. Most cash registers have three types of keys which are (numerical, symbols, lettered, alphabetical, and special).
 - d. Each sale is printed on a roll of paper called the (print out, audit tape).
 - e. The detail or audit tape permits an accurate reading of the amount at the end of the day (minus, plus) the amount of the reading at the beginning of the day.
 - f. Some cash registers will print a receipt for the customer with the amount of purchase, change returned, and the (type of food bought, date).
 - g. The cash register has a cash drawer for money and may also be connected to a (computer, automatic change maker).
 - h. (Management, cashiers) have to account for sales and voids.
 - i. The proving at the end of the day must equal the cash (in the drawer, on the tape) minus the amount of cash begun with, cash paid out, and charges.
2. Correctly arrange cash in each of the different types of cash drawers by writing the denomination of money that goes in each slot.

a.

b.

3. Identify each of the parts of a cash register by writing each of the parts listed below in the correct blank.



CASHIER

TEST--PART 5

1. Select the proper sequence for receiving payments and making change by numbering each of the steps below. You should number 1 through 11.

- ☐ a. Count out the correct change into your own hands.
- ☐ b. Thank the customer.
- ☐ c. Give the customer an appropriate greeting.
- ☐ d. File the customer's bill.
- ☐ e. Look over the restaurant check for errors.
- ☐ f. Close the cash drawer.
- ☐ g. Look at the customer and state the amount of the check and then the amount of money the customer gave you.
- ☐ h. Place the restaurant check to one side or on the money slab.
- ☐ i. Place the customer's money in the cash drawer.
- ☐ j. Record the amount of the restaurant check on the cash register.
- ☐ k. Count the change back to the customer out loud beginning with the amount of the check.

2. Directions: Place a check by the correct answer.

- a. If a customer pays for a \$7.25 order with a \$10 bill, you should say out loud:
- ☐ 1. "That will be \$7.25."
 - ☐ 2. "Out of \$10."
 - ☐ 3. "That will be \$7.25 out of \$10."
- b. A way to avoid confusion about the amount of money a customer gives you to pay for an order is to:
- ☐ 1. Place the money in the cash drawer as soon as the customer hands it to you.
 - ☐ 2. Place it on the money slab of your register until after you give the customer the correct change.
 - ☐ 3. Let the customer hold the money until you've counted the change, then take it and put it in the cash drawer.

- c. You should count the change:
- ☐ 1. Out loud when giving it to the customer.
 - ☐ 2. Carefully while taking it from the drawer.
 - ☐ 3. Carefully while giving it to the customer.
 - ☐ 4. All of the above.
- d. If a customer claims to have "shortchanged" you should:
- ☐ 1. Leave the cash drawer open.
 - ☐ 2. Try to handle the situation yourself.
 - ☐ 3. Tell the customer that he or she is mistaken.
 - ☐ 4. Call the store manager.
- e. The best rule to follow when you are requested to do something while making change is:
- ☐ 1. Stop counting and take care of the matter immediately.
 - ☐ 2. Try to keep counting and handle the matter at the same time.
 - ☐ 3. Acknowledge the request with a nod or smile, continue counting, and handle the matter after the customer has received the correct change.

CASHIER

TEST--PART 6

1. Explain the use of credit cards in restaurants by answering each of the following questions.

a. Customers use credit cards because: (Give 2 uses)

(1)

(2)

b. Credit cards commonly used in restaurants are:

____ (1) Sears

____ (2) VISA

____ (3) Master Charge

____ (4) Exxon

____ (5) Diner's Club

____ (6) American Express

____ (7) Penney's

____ (8) Carte Blanche

c. General rules for accepting credit cards are: (Place a "✓" in front of each correct statement.)

____ (1) All places honor all credit cards.

____ (2) Usually accepted credit cards are displayed on the door of the restaurant or at the cash register.

____ (3) The cashier should find out from the manager which credit cards are accepted.

d. The procedure for processing a credit card is: (Number the steps 1 through 15 in the proper order.)

- ___ (1) Place the customer's credit card face up in the machine.
- ___ (2) Return the card to the customer.
- ___ (3) Remove the slip and card from the machine.
- ___ (4) Write a description of the sale and the amount of each charge, including sales tax and total, in the correct place on the form.
- ___ (5) Move the handle across the machine and back to the original position.
- ___ (6) Ask the customer if a credit card will be used to pay the bill.
- ___ (7) Obtain the card from the customer.
- ___ (8) Determine if the credit card is one accepted by the restaurant.
- ___ (9) Place the sales slip face up in the machine over the credit card.
- ___ (10) Have the customer sign the slip.
- ___ (11) Thank the customer when the transaction is completed.
- ___ (12) Compare the signature against the credit card signature.
- ___ (13) Give the customer a copy of the sales slip.
- ___ (14) Write the date of sale or set the machine so that it will print the correct date on the charge slip.
- ___ (15) Place the original and other copies in the cash drawer or any special file.

2. Point out the correct rules to follow in handling personal checks by placing a "✓" in front of each correct statement below.
- ☐ a. Be familiar with company policy.
 - ☐ b. Checks may be written in pencil or ink.
 - ☐ c. Date is not important on checks.
 - ☐ d. The address and phone number of the person must be on the check.
 - ☐ e. The amount of the check can be written in words or numbers.
 - ☐ f. Have the customer initial any corrections made on the check.
 - ☐ g. Approve checks yourself when the management is not near.
 - ☐ h. Forcefully ask for identification.
 - ☐ i. Do not accept checks marked "For Deposit Only".
 - ☐ j. The account numbers on a check mean nothing.
 - ☐ k. Company checks should have the name typed on the front.
3. Point out the correct rules to follow when handling traveler's checks by placing a "✓" in front of each correct statement below.
- ☐ a. Have the customer sign the check in your presence.
 - ☐ b. Have the customer sign the check again if it has already been signed.
 - ☐ c. Compare the customer's signature with the signature made at the time the check was purchased at the bank.

CASHIER

TEST--PART 7

1. Using the sales tax chart in Information Sheet 7, find the tax on the following amounts.
 - a. \$1.25 _____
 - b. 4.59 _____
 - c. 25.02 _____
 - d. 37.89 _____
 - e. 12.74 _____
 - f. 1.02 _____
 - g. .95 _____
 - h. 5.02 _____
 - i. 7.98 _____
 - j. 10.53 _____
2. List three steps used in finding the correct sales tax to charge.
 - a. _____
 - b. _____
 - c. _____
3. Fill in the blank with the correct word to complete the sentence.

total percent chart

 - a. Sales tax is a certain _____ of the total bill.
 - b. A tax _____ is used to find the amount of tax.
 - c. Sales tax is added to the _____ bill.

CASHIER

TEST--PART 8

1. Explain how a cashier can detect counterfeit bills.

2. Name the methods a shortchange artist uses to cheat the cashier and describe the ways to prevent being shortchanged.

3. Describe the methods a person uses to manipulate money from the cashier and explain how to prevent this.

4. Point out the correct procedures to follow if your restaurant is being robbed by writing True or False to each statement below.
 - ___ a. Look for parked cars near the front or rear entrance of the restaurant.
 - ___ b. Argue with a robber in order to stall.
 - ___ c. Remember the robber's description.
 - ___ d. Get the license number and make of the car.

Section II

COUNTER ATTENDANT

DOT NO. 311.477-038

CONTENTS

COUNTER ATTENDANT--COORDINATOR'S GUIDE

Progress Chart	
Suggested Teaching Procedures for the Coordinator	II-T 1
Answers to Assignment Sheets	II-T 7
Answers to Tests	II-T13
Job Description and Alternate Titles	II- 1
Objective Sheet	II- 3
Information and Assignment Sheets	
Information Sheet 1--Counter Terminology	II- 5
Assignment Sheet 1--Understanding Counter Terminology . .	II- 7
Information Sheet 2--Counter Equipment	II- 9
Assignment Sheet 2--Identify Counter Equipment	II- 17
Assignment Sheet 3--Explain the Use of Counter Equipment	II- 19
Information Sheet 3--Serving Personality	II- 21
Assignment Sheet 4--Explain the Proper Serving Personality	II- 23
Assignment Sheet 5--Serving Skills	II- 25
Assignment Sheet 6--Rating Your Serving Personality . . .	II- 27
Information Sheet 4--Preparation for Serving	II- 29
Assignment Sheet 7--Plan a Sequence for Preparing the Counter for Serving	II- 35
Assignment Sheet 8--Preparing a Display of a Salad Bar .	II- 37
Information Sheet 5--Serving Procedures	II- 39
Assignment Sheet 9--Serving Procedures	II- 43
Assignment Sheet 10--Value for Value	II- 45
Assignment Sheet 11--Making Change	II- 47
Information Sheet 6--Preparation of Food for Serving	II- 49
Assignment Sheet 12--Food Preparation	II- 53
Assignment Sheet 13--Demonstrate Your Serving Ability . .	II- 55
Information Sheet 7--Preparation of Beverages	II- 57
Assignment Sheet 14--Explain Drink Preparation	II- 63
Assignment Sheet 15--Solve Drink-Making Situations . . .	II- 65
Information Sheet 8--Sanitation And Cleaning Techniques . . .	II- 67
Assignment Sheet 16--Cleaning The Counter	II- 71
Unit Test	II- 73

Progress Chart for

COUNTER ATTENDANT

D.O.T. # 311.477-038

Name _____

School _____

Date
Completed

INFORMATION SHEET 1	COUNTER TERMINOLOGY	
ASSIGNMENT SHEET 1	UNDERSTANDING COUNTER TERMINOLOGY	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used when working as a counter attendant.	
INFORMATION SHEET 2	COUNTER EQUIPMENT	
ASSIGNMENT SHEET 2	IDENTIFY COUNTER EQUIPMENT	
ASSIGNMENT SHEET 3	EXPLAIN THE USE OF COUNTER EQUIPMENT	
Test	Part 2	
OBJECTIVE	Identify the counter equipment used in a fast food restaurant.	
INFORMATION SHEET 3	SERVING PERSONALITY	
ASSIGNMENT SHEET 4	EXPLAIN THE PROPER SERVING PERSONALITY	
ASSIGNMENT SHEET 5	SERVING SKILLS	
ASSIGNMENT SHEET 6	RATE YOUR SERVING PERSONALITY	
Test	Part 3	
OBJECTIVE	Explain the procedures for greeting and dealing with the customer.	
INFORMATION SHEET 4	PREPARATION FOR SERVING	
ASSIGNMENT SHEET 7	PLAN A SEQUENCE FOR PREPARING THE COUNTER FOR SERVING	
ASSIGNMENT SHEET 8	PREPARE A DISPLAY OF A SALAD BAR	
Test	Part 4	
OBJECTIVE	Point out the general responsibilities for a counter attendant when preparing the counter for serving.	
INFORMATION SHEET 5	SERVING PROCEDURES	
ASSIGNMENT SHEET 9	EXPLAIN SERVING PROCEDURES	
ASSIGNMENT SHEET 10	VALUE FOR VALUE	
ASSIGNMENT SHEET 11	MAKING CHANGE	
Test	Part 5	
OBJECTIVE	Explain the proper serving procedures used in a fast food restaurant.	

Date
Completed

INFORMATION SHEET 6	PREPARATION OF FOOD FOR SERVING	
ASSIGNMENT SHEET 12	FOOD PREPARATION	
ASSIGNMENT SHEET 13	DEMONSTRATE YOUR SERVING ABILITY	
Test	Part 6	
OBJECTIVE	Demonstrate how foods are portioned and prepared for serving.	
INFORMATION SHEET 7	PREPARATION OF BEVERAGES	
ASSIGNMENT SHEET 14	EXPLAIN DRINK PREPARATION	
ASSIGNMENT SHEET 15	SOLVE DRINK-MAKING SITUATIONS	
Test	Part 7	
OBJECTIVE	Explain the drink preparation process.	
INFORMATION SHEET 8	SANITATION AND CLEANING TECHNIQUES	
ASSIGNMENT SHEET 16	CLEANING THE COUNTER	
Test	Part 8	
OBJECTIVE	Select the correct standards and procedures for cleaning the equipment and the serving area.	

This student has completed the indicated training under my supervision

Instructor

COUNTER ATTENDANT

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective sheet

- A. Discuss each specific objective with the student.
- B. Explain the relationship of each to the training station.
- C. Have the student complete the objectives in the most logical sequence for the training station.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year or an employer requests training in a specific area.)

- D. Add any objectives necessary for the training station.

II. Answers to assignment sheets

- A. Some of the assignment sheets will vary according to training and should be graded individually.
- B. Some assignment sheets will not have specific answers but will depend on student participation.

III. Answers to the test

- A. Answers are based on total information covered in the study guide
- B. For convenience of grading, make corresponding answer sheets for additional test parts added.

IV. Information and corresponding assignment sheets

A. INFORMATION SHEET 1--COUNTER TERMINOLOGY

- 1. This information sheet may be used as a glossary.
- 2. Use ASSIGNMENT SHEET 1--UNDERSTANDING COUNTER TERMINOLOGY to reinforce this area of information.
 - a. Have the student use Information Sheet 1 or use reference book glossaries to complete the assignment sheet.
 - b. Have the student develop similar puzzles or word games using terms used at the counter, other than those listed in the guide.

3. Have the student add other terms used in the training area.
4. Have the student develop additional crossword puzzles using the terms and definitions included in the guide.

B. INFORMATION SHEET 2--COUNTER EQUIPMENT

1. Use the following assignment sheets to reinforce this information area:

a. ASSIGNMENT SHEET 2--IDENTIFY COUNTER EQUIPMENT

- (1) Have the student explain the differences in the equipment pictured and that used at their training station.
- (2) Have the student explain the purpose of each piece of equipment.

b. ASSIGNMENT SHEET 3--EXPLAIN THE USE OF COUNTER EQUIPMENT

- (1) Provide the student with magazines or other sources from which to cut out illustrations
- (2) Have the student explain the use of the equipment orally during a field trip to the school cafeteria.
- (3) If equipment such as toasters or blenders are used by the student, have the student study the manufacturer's instructions.
- (4) Arrange a trip to the school cafeteria and allow the student to explain the operation of equipment on the counter.

C. INFORMATION SHEET 3--SERVING PERSONALITY

1. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 4--EXPLAIN THE PROPER SERVING PERSONALITY

- (1) Have the student role-play situations showing good and poor serving personalities.
- (2) Have the student relate experiences in dealing with customers at the work station.

b. ASSIGNMENT SHEET 5--SERVING SKILLS

- (1) Several students may role-play greeting customers.
- (2) Have the student observe the serving personality of others at the work station or school cafeteria. Discuss which qualities are good and what improvements could be made.

c. ASSIGNMENT SHEET 6--RATE YOUR SERVING PERSONALITY

2. Discuss how to handle specific complaints from customers.

EXAMPLES: Food preparation or service received.

3. Take a field trip to a fast food restaurant during the "off" hours of business to talk to the manager about serving techniques which affect sales.
4. Encourage the student to participate in classroom discussions or role-playing exercises to build upon the student's ability to communicate and deal with people.

D. INFORMATION SHEET 4--PREPARATION FOR SERVING

1. Use the following assignment sheets to reinforce this information area:

a. ASSIGNMENT SHEET 7--PLAN A SEQUENCE FOR PREPARING THE COUNTER FOR SERVING

- (1) Use a student committee for this activity.
- (2) Have each student responsible for one area or part of the preparation.

b. ASSIGNMENT SHEET 8--PREPARE A DISPLAY OF A SALAD BAR

(NOTE: Assist the student by providing magazines with related pictures.)

2. These assignments may be done in conjunction with the school cafeteria.

E. INFORMATION SHEET 5--SERVING PROCEDURES

1. Use the following assignment sheets to reinforce this area of information:

a. ASSIGNMENT SHEET 9--EXPLAIN SERVING PROCEDURES

(NOTE: Provide the necessary equipment and allow the student to demonstrate the serving procedure used at the work station.)

b. ASSIGNMENT SHEET 10--VALUE FOR VALUE

(NOTE: Provide examples for more practice if needed by the student)

c. ASSIGNMENT SHEET 11--MAKING CHANGE

- (1) Have the class pair off and practice making change, using play money.
- (2) Have the student explain the process of making change.
- (3) Provide the student with more examples for making change if needed to strengthen this skill.

2. Take a field trip to a nearby restaurant during the slower business hours to observe serving procedures used.

F. INFORMATION SHEET 6--PREPARATION OF FOOD FOR SERVING

1. Use the following assignment sheets to reinforce this area of information

a. ASSIGNMENT SHEET 12--FOOD PREPARATION

- (1) Have the student list other foods which they portion.
- (2) Have the student list the size or quantity of each food served.
- (3) Have the student identify items of which the customers have free choice of portion sizes.

b. ASSIGNMENT SHEET 13--DEMONSTRATE YOUR SERVING ABILITY

- (1) Provide the necessary equipment and supplies for this assignment.
- (2) Have the student bring a sample menu from the assigned work station for a discussion of portioning and serving foods.

2. Have the student explain the tools used for portioning the food served at the student's assigned work station.
3. Have the student add other general rules concerning portioning to the list.
4. Bring a pie or cake to the class and allow the student to demonstrate portioning.

G. INFORMATION SHEET 7--PREPARATION OF BEVERAGES

1. Use the following assignment sheets to reinforce this area of information:
 - a. ASSIGNMENT SHEET 14--EXPLAIN DRINK PREPARATION
(NOTE: This assignment may be used as a quiz over drink preparation.)
 - b. ASSIGNMENT SHEET 15--SOLVE DRINK-MAKING SITUATIONS
(NOTE: Allow students working in the same jobs to work on this assignment in groups in order to stimulate discussion.)
2. Have the student write the preparation procedure for any other drinks not covered in this information area that are used at the work station.

H. INFORMATION SHEET 8--SANITATION AND CLEANING TECHNIQUES

1. Use ASSIGNMENT SHEET 16--CLEANING THE COUNTER to reinforce this information area.
(NOTE: Add questions covering other areas of concern.)
2. Have the student list other cleaning responsibilities on the training station.

V. Test

- A. The test is divided into eight parts.
 1. Each part covers one information sheet.
 2. Each part uses various methods of testing.
- B. Various approaches may be used in testing.
 1. Give each part of the test after the student has completed the information in one information area or sheet.
 2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.
- C. Add test parts corresponding to any information areas of sheets added to the study guide.

VI. References:

- A. Food Services--CVAE. Lubbock, Texas: Texas Tech University, Home Economics Instructional Materials Center, n.d.
- B. Hospital Research and Educational Trust. Training the Food Service Worker. Bowie, Maryland: Robert J. Brady Company, n.d.
- C. Food Service: Production and Service. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, Inc., n.d.

COUNTER ATTENDANT

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

<u>Across</u>	<u>Down</u>
2. meringue	1. tabulation
5. barbecue	3. resupply
7. menus	4. garnish
8. set up	6. courtesy
9. utensil	10. filtration
12. drink dispenser	11. condiments
14. sanitation	13. carving
15. display	16. portion
17. orders	
18. checktape	

Assignment Sheet 2

A. cold table	F. reach-in box
B. steam table	G. coffee urn
C. heat lamp	H. counter model ice machine
D. tray and flatware table	I. malt machine
E. drink dispenser	J. soft ice cream maker

Assignment Sheets 3, 4, 5, 6, 7, and 8

Evaluated to the satisfaction of the instructor.

Assignment Sheet 9

- A. 1. heavier
2. hot and cold
3. left, right
4. booth
5. handle

II-T8

B. Evaluated to the satisfaction of the instructor

Assignment Sheet 10

- A. 50¢
- B. 25¢
- C. 10¢
- D. 5¢
- E. 1¢
- F. 5
- G. 2
- H. 2 dimes and 1 nickel or 1 dime and 3 nickels
- I. 1, 1
- J. 2
- K. 5
- L. 7 dimes and 1 nickel (or several other combinations)
- M. 3 quarters and 5 pennies (or several other combinations)
- N. 1 dime and 5 pennies
- O. 2
- P. 4
- Q. 5
- R. 2
- S. 1, 5
- T. 1, 2
- U. \$20.00
- V. 10¢

107

Assignment Sheet 11

- A. 10¢
- B. \$2.10
- C. .55 or 55¢

Assignment Sheet 12

- A.
 - 1. Closed sandwich--Two slices of bread with filling in the center.
 - 2. Open-faced sandwich--Two slices of bread placed side by side, with filling exposed.
 - 3. Combination sandwich--Similar to the closed sandwich but contains two fillings that compliment each other.
 - 4. Club sandwich--Three slices of bread and two fillings, with the bread and fillings stacked alternately.
- B.
 - 1. Prepare fillings just before they are to be used.
 - 2. Wash, drain, and refrigerate lettuce.
 - 3. Have equipment in place.
 - 4. Spread salad dressing on each slice of bread or bun.
 - 5. Spread soft filling evenly, bringing filling to the edge of bread.
 - 6. Arrange meat or cheese slices to cover bread well, but not hanging over the edges of the bread.
 - 7. Arrange crisp lettuce on the filling and cover with top slice of bread.
- C.
 - 1. Place bag on fry scoop.
 - 2. In a forward motion, scoop up the french fries.
 - 3. Gently shake them to stand fries up inside the bag.
 - 4. Slip the scoop out.
 - 5. Place packaged fries in the rack to await serving.
- D.
 - 1. Use a scoop for portioning soft desserts, such as ice cream.
 - 2. When adding whipped cream to top of desserts, use one spoon to dip the cream and another to push the cream from the first spoon onto the dessert.
 - 3. A spatula is used to cut and portion cakes and pies.
 - 4. Use a scoop or ladle to portion canned fruit.
 - 5. As each dessert is prepared, it should be placed on a clean tray and refrigerated until served.

II-T10

Assignment Sheet 13

Evaluated to the satisfaction of the instructor.

Assignment Sheet 14

A. 1. Description should include two of the following methods:

- a. Urn type
- b. Individual pot type
- c. Freeze-dried

2. a. Brewed tea

b. Instant

3. This answer will vary for different training stations but the basic directions are as follows:

- a. Select the proper-sized cup requested by the customer.
- b. Fill the cup $3/4$ full with crushed ice.
- c. Hold the cup under the spout of the selected drink and press the release lever.
- d. Place a lid or straw on the drink at the customer's request.
- e. Keep the counter stocked with cups, ice, and other materials that are used by the customer.

4. 185° and 190°

5. CO₂

6. urn

7. ice

8. 2½

9. 5

10. watery

11. lids

12. as they are taken by the customer 109

- B.
 - 1. True
 - 2. True
 - 3. False
 - 4. True
- C.
 - 1. Put the metal extender on the cup.
 - 2. Add milk to the line on the cup.
 - 3. Add ice cream.
 - 4. Add syrup on top of the ice cream.
 - 5. Place the cup on the malt machine.
 - a. Put the cup on the malt machine.
 - b. Place the rim of the cup extender under the starter.
 - c. Push the cup up to start the machine.
 - 6. Blend until smooth.
 - 7. Remove the cup from the machine by lifting up, slightly out, and straight down.
 - 8. Remove the extender and serve.

Assignment Sheet 15

Answers will vary for different training stations, but should include the following basics:

- A. The tanks should be securely fastened to the wall or drink machine.
- B. The ice melts, making the drinks watery.
- C. The syrup tank's fittings are marked with an "IN" for the CO₂ line and an "OUT" for the line to the fountain to be connected.
- D. The lids may come off and you should not handle the drinking surface of a cup.
- E. Restock the counter with cups, ice, and other materials that have been removed by the customer.
- F. Approximately 3/4 cup of ice.

Assignment Sheet 16

- A.
 - 1. Place bread in storage.
 - 2. Remove food in pans from the counter and take them to the kitchen.
 - 3. Pour out unsold drinks in cups or glasses.
 - 4. Pour out coffee and clean the urn or pot with a mild detergent solution.
- B. Explanation should include responsibilities outlined by the supervisor:
 - 1. All food should be removed from the counter.
 - 2. Pour out unsold drinks.
 - 3. Place bread in storage.
 - 4. Drain and clean steam tables.
 - 5. Clean and polish the glass shelves and racks.
 - 6. Clean the counter where food builds up.
 - 7. Wash the outside of coffee urns and drink dispensers with a detergent solution.
 - 8. Rinse the inside of coffee urns with clean water.
- C.
 - 1. Warm detergent solutions should be used for routine cleaning on exterior surfaces of equipment.
 - 2. Rinse surfaces with warm water and wipe with a clean cloth
 - 3. Use scouring powder to clean hard-to-remove spots.
- D.
 - 1. Flush scaly surfaces with clean water.
 - 2. Brush a mild solution of acid-type cleaner on the surfaces
 - 3. After 15 minutes, rinse off the cleaner with clean water.
 - 4. Dry the surfaces with a clean cloth.
 - 5. Add water softener to the water used in the equipment.
- E. Evaluated to the satisfaction of the instructor.
- F. Routine cleaning is necessary so that no area of the restaurant will go uncleaned.

COUNTER ATTENDANT

ANSWERS TO TEST

Part 1

- | | |
|--------------------|-----------------------|
| 1. a. heat lamp | g. filtration |
| b. drink dispenser | h. barbecuing |
| c. eye appealing | i. add-on merchandise |
| d. setup | j. overring |
| e. portion | k. garnish |
| f. line speed | l. menu board |

Part 2

1. Heat lamp--warms food from above the counter
2. Tray and flatware table--provides flatware and a tray for the customer's food
3. Drink dispenser--keeps drinks readily available
4. Reach-in box--keeps food cold or frozen
5. Coffee urn--brews and keeps coffee hot
6. Counter-model ice machine--Provides ice by the serving or in quantity for the customer.
7. Cold table--keeps food items cool through the use of ice.
8. Steam table--keeps food hot and ready to serve.
9. Malt machine--makes malts and milk shakes.
10. Soft ice cream machine--dispenses ice cream mixture directly into container.

Part 3

1. ☒ a.
☐ b.
☒ c.
☐ d.

2. ☒ a.
☒ b.
☐ c.
☒ d.
☒ e.
☐ f.

Part 4

- | | |
|--|--|
| 1. ☐ a. | ☒ f. |
| ☒ b. | ☐ g. |
| ☐ c. | ☒ h. |
| ☒ d. | ☐ i. |
| ☐ e. | ☐ j. |
2. Evaluated to the satisfaction of the instructor.
3. a. The silverware should be separated and stacked in individual canisters or trays.
- b. Salad dishes should be placed in rows at the salad bar.
- c. Dishes should be moved forward on the counter as the customer removes food so that new dishes may be added in the rear.
- d. This prevents food from drying on the sides.
- e. Change the menu board when any food item is eliminated or another food is added.
- f. When an item or supplies start getting low, the runner and the kitchen should be notified.

Part 5

1. a. Greet your customer with enthusiasm and a smile.
- b. Take the customer's order and then read it back to the customer so you will prevent an error.
- c. If a drink or side order was not ordered, help your customer by making a suggestion.
- d. Call the order in loud and clear, finishing with a PLEASE.

- e. Make the drinks, add lids, and place them on a tray.
 - f. Package the order carefully, double-checking it for accuracy and completeness.
 - g. Take the customer's payment and then count the change back carefully.
 - h. Thank the customers, asking them to please return again.
2. a. handles
- b. left, right
- c. immediately
- d. heaviest
- e. cook
- f. booth
3. a. restlessness, looking around
- b. removes wallet
- c. puts on coat or hat

Part 6

1. a
- c
- e
- g
2. Evaluated to the satisfaction of the instructor.
3. a. Check the portioning sheet to see that the correct weight or measure is used.
- b. Provide larger portions of certain items when requested by the customer.

Part 7

1. a. urn
- b. individual pot
- c. freeze dried
2. a. Brewed
 - (1) Check equipment for cleanliness.
 - (2) Fill a pot with the amount of water needed to make tea.
 - (3) Place the pot of water on the burner and bring to a boil.
 - (4) Place tea bags in a container that will hold all the water.
 - (5) Pour the water over the bags.
 - (6) Allow the tea to simmer for 5 minutes.
 - (7) Serve the tea as requested.
- b. Instant
 - (1) Check equipment for cleanliness.
 - (2) Read directions on the jar of instant tea.
 - (3) Place the proper measure of tea in an eight ounce glass.
 - (4) Add cold water and stir.
 - (5) Serve as requested.
3. a. cups
- b. straws
- c. lids
4. CO₂
5. The gas tank line is connected to the "IN" valve and the fountain line to the "OUT" valve on the syrup can or tank.
6. 3/4 cup
7. At the customer's request
8. By the sides of the cup

9. As the supplies are removed by the customer.
10. Sizes will vary according to training station.
11. Add malt powder to the malt.

Part 8

- | | |
|------------------|------------------|
| 1. <u>✓</u> a. | <u> </u> f. |
| <u>✓</u> b. | <u>✓</u> g. |
| <u> </u> c. | <u> </u> h. |
| <u> </u> d. | <u>✓</u> i. |
| <u>✓</u> e. | <u> </u> j. |
| | |
| 2. <u>1</u> a. | |
| <u>3</u> b. | |
| <u>3</u> c. | |
| <u>1</u> d. | |
| <u>2</u> e. | |
| <u>1</u> f. | |
| <u>3</u> g. | |
| | |
| 3. a. | |
| b. | |
| d. | |
| f. | |

COUNTER ATTENDANT

DOT NO. 311-477-038

The counter attendant serves food to patrons at counters and tables of dining establishments where food service is informal.

1. Prepares area for serving.
2. Receives order from customer.
3. Calls order to kitchen and picks up and serves order when ready.
4. Prepares sandwiches, hot entrées, desserts, and other menu items for serving.
5. Fills containers with coffee, tea, and other beverages.
6. Prepares fountain drinks, such as sodas and milk shakes.
7. Accepts payment for orders.
8. Cleans and polishes counters and other equipment.

Alternate Titles

Server

Waiter/Waitress, Take Out

COUNTER ATTENDANT

STUDY GUIDE OBJECTIVE

After completion of the study guide, the student will be able to use the correct terminology and safety rules in performing the procedures and responsibilities required of a counter attendant in a Fast Food Restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing the study guide test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Select the correct terminology to be used when working as a counter attendant.
2. Identify the counter equipment used in a fast food restaurant.
3. Explain the procedures for greeting and dealing with the customer.
4. Point out the general responsibilities for a counter attendant when preparing the counter for serving.
5. Explain the proper serving procedures used in a fast food restaurant.
6. Demonstrate how foods are portioned and prepared for serving.
7. Explain the drink preparation process.
8. Select the correct standards and procedures for cleaning the equipment and the serving area.

COUNTER ATTENDANT

INFORMATION SHEET 1--COUNTER TERMINOLOGY

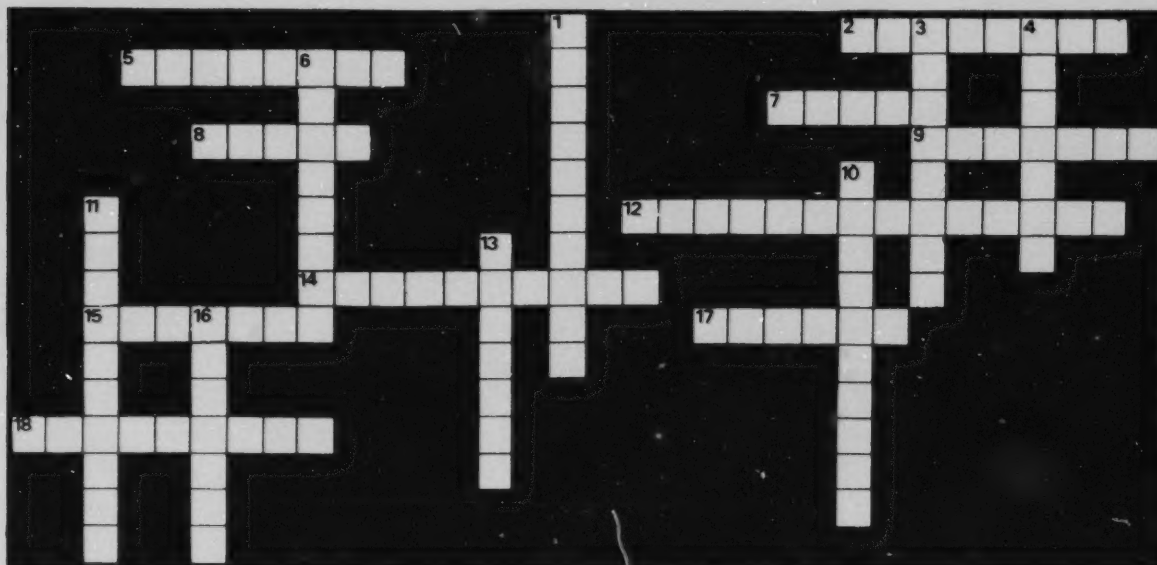
- A. Heat lamp--A lamp (infrared light) used to keep food warm.
- B. Station--The area where all of one type of food is displayed.
(EXAMPLE: Salad bar displays various salads.)
- C. Drink dispenser--A machine which will provide a person various types of drinks.
- D. Coffee urn--The machine in which the coffee is brewed and served.
- E. Eye appeal--The pleasing and tasteful appearance of food.
- F. Courtesy--Manners properly displayed.
- G. Sanitation--The practice of health safety.
- H. Line speed--The rate the customers are served and move by each station in cafeteria-style fast food places.
- I. Child's plate--A plate of food with a smaller serving which is priced for a child.
- J. Setup--The arrangement of the serving line.
- K. Display--To present food at its best.
- L. Garnish--To add decoration to a food.
- M. Utensil--Tool or container used for serving food.
- N. Resupply (replenish)--To furnish food and materials to the area or station as the food and utensils are taken by the customers.
- O. Portion--The amount of food served to the customer.
- P. Carving--Method of cutting ham, roast, or turkey into portions.
- Q. Serving procedure--The method used to get food to the customer.
- R. Busing--The clearing and cleaning of tables or service area and the removal of dirty items to the kitchen.
- S. Meringue--A dessert topping made from beaten egg whites and sugar.
- T. Menu board--A board or sign which lists the types and prices of foods.
- U. Filtration--The removal of unwanted particles.
- V. Barbecue--To cook with direct heat while basting with a special sauce.

- W. Take-out food--Food prepared and sold to be carried out and eaten at another location.
- X. Condiments--Seasoning used to make food more tasteful.
- Y. Check tape--The customer's bill from the cash register or adding machine.
- Z. Tabulation--To find the total cost of the customer's meal and items selected.
- AA. Overring--A mistake on the cash register or adding machine for an amount more than the actual price.
- AB. Add-on merchandise--A purchase made after the amount for the meal was tabulated.
- AC. Canister--Container for flatware at the beginning of the serving line.
- AD. Malt machine--A machine used to make milk shakes or malts.
- AE. CO₂ tank--Cylinder containing carbon dioxide which forces syrup from the syrup tank and then combines with the syrup to add "fizz" to the drink.

COUNTER ATTENDANT

ASSIGNMENT SHEET 1--UNDERSTANDING COUNTER TERMINOLOGY

Directions: Using your information sheet, fill in the crossword puzzle.

ACROSS

2. A dessert topping made from beaten egg whites and sugar.
5. To cook with direct heat while basting with a special sauce.
7. List of foods that can be ordered.
8. The arrangement of the serving line.
9. Tool or container used for serving food.
12. A machine which will provide a person various types of drinks.
14. The practice of health safety.
15. To present food at its best.
17. What foods the customers would like to have.
18. The customer's tape from the cash register or adding machine.

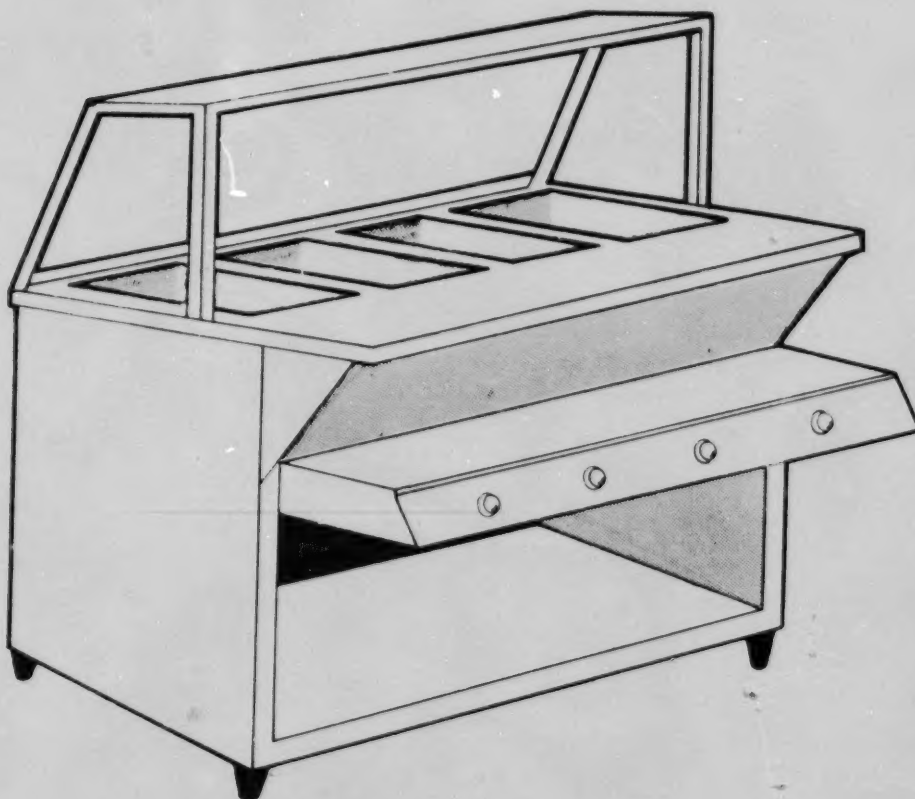
DOWN

1. To find the total cost of the customer's meal and items selected.
3. To furnish food and materials to the station as food and materials are taken away by the customers.
4. To add decoration to a food.
6. Manners properly displayed.
10. The removal of unwanted particles.
11. Seasoning used to make food more tasteful.
13. Method of cutting ham, roast, or turkey into portions.
16. The amount of food served to the customer.

COUNTER ATTENDANT

INFORMATION SHEET 2--COUNTER EQUIPMENT

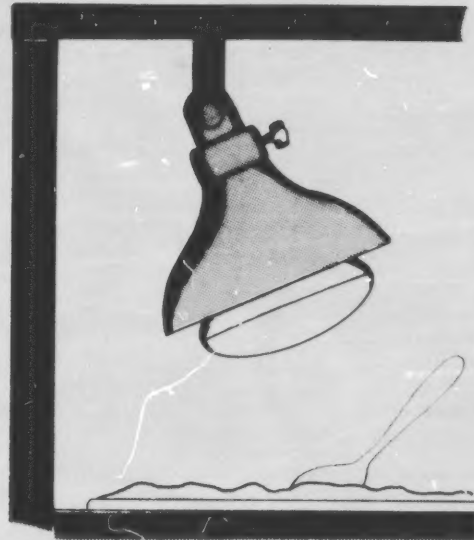
- I. Steam table--Keeps food hot and ready to serve
- A. Proper arrangement of food pans will speed up customer service.
 - B. Water in the tables should be kept at 140° F.
 - C. Use hot water when adding water to the steam tables.
(NOTE: This will save time and fuel.)
 - D. Waterless food warmers are controlled by valves and thermostats.
 - E. Waterless food warmers have insulated compartments which can be heated separately.
 - F. Some tables have removable spillage pans which reduce clean-up time and aid in sanitation.



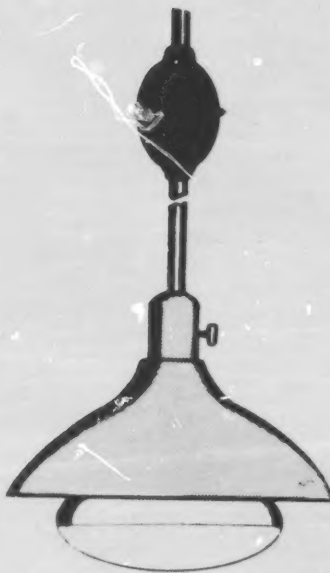
II. Heat lamps--Warm food from above the counter.

- A. Heat lamps use an infrared light to warm the food.
- B. These lamps add to the display of food.
- C. Two types of heat lamp fixtures are:

1. Stationary



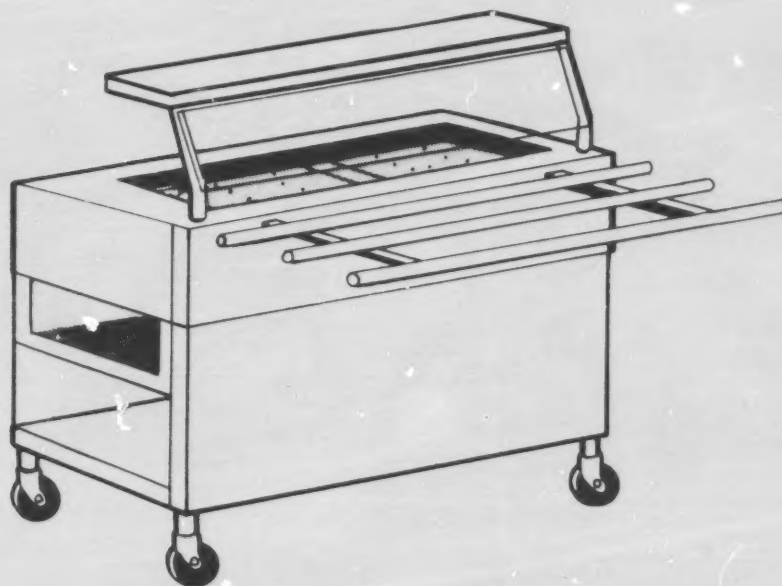
2. Pull down



- D. These lamps are also used to keep food warm for the customer.
- E. Be sure the lamp is cool before cleaning.

III. Cold table--Keeps food items cool through the use of ice.

- A. The cold table is usually filled with chipped ice.
- B. The cold prevents foods from losing their color and keeps the foods fresh.
- C. Items such as salads, sandwiches, and some vegetables are placed on cold tables.



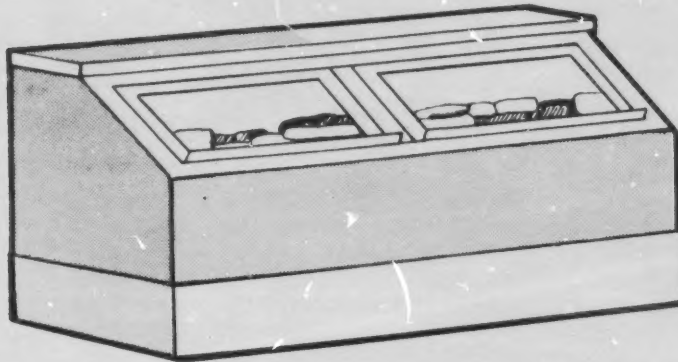
IV. Coffee urn--Brews and keeps the coffee hot.

- A. The urn is made of stainless steel or glass.
- B. The coffee is kept hot by gas, electric, or steam heating.
- C. The urn should be kept clean and sanitized.
- D. The urn has a gauge glass indicating the coffee level.



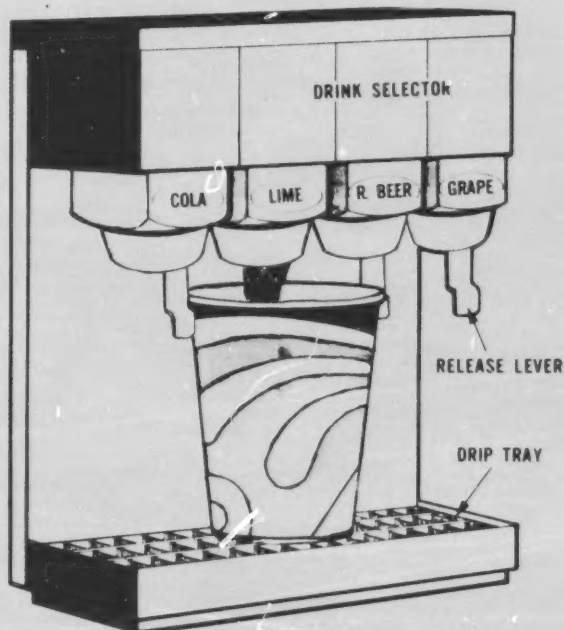
V. Reach-in box--Keeps foods cold or frozen.

- A. These boxes are used to store ice cream, puddings, and certain other desserts that need to be kept cold until serving.
- B. These are usually refrigerated and electrically operated.



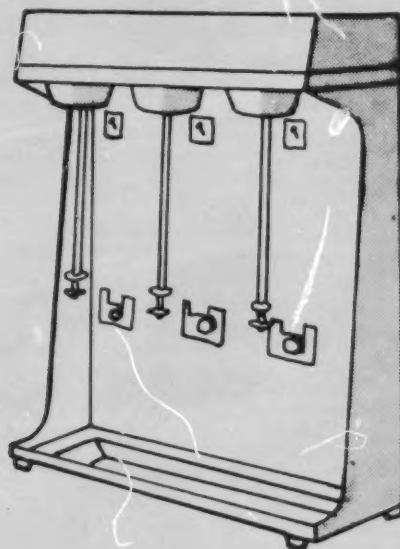
VI. Drink dispenser--Keeps drinks readily available.

- A. Drink dispensers can provide tea, water, soft drinks, or hot chocolate for the customer.
- B. The dispenser can be situated where the counter attendant may get the drink for the customers, or the customers can serve themselves.
- C. Canned or bottled cold drinks are kept in a bin filled with ice.



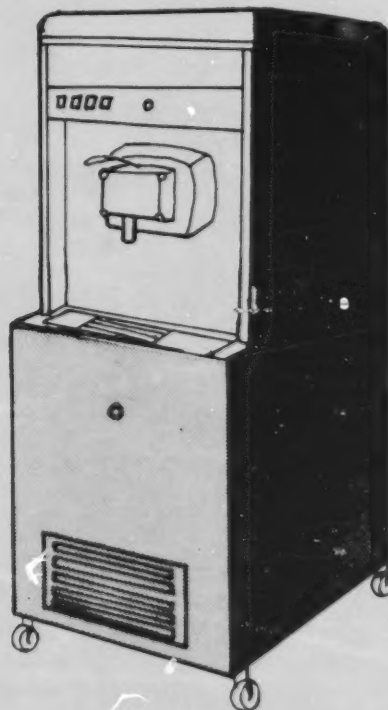
VII. Malt machine--Makes milk shakes and malts.

- A. Made of stainless steel.
- B. Some machines process a prepared mix which can be dispensed directly into the serving container.
- C. Clean the machine after each day's use.



VIII. Soft ice cream machine--Dispenses soft ice cream mixture directly into cone or container.

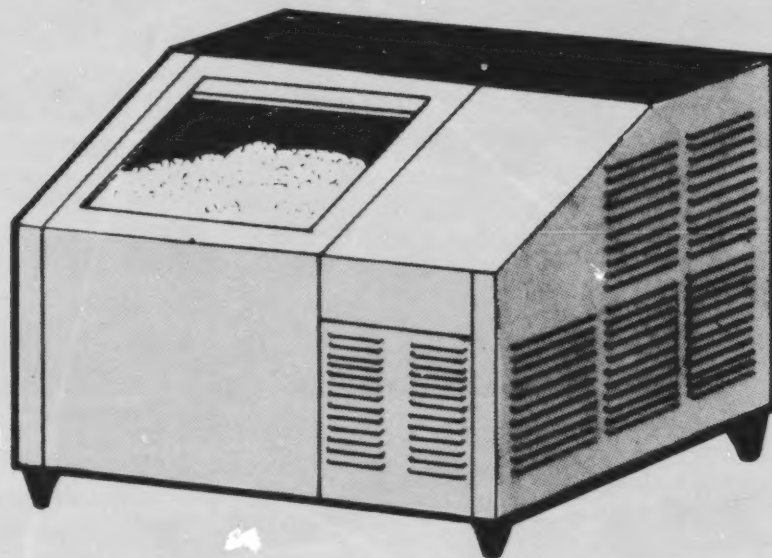
- A. Made of stainless steel.
- B. Machine should be emptied at the end of each day and cleaned according to manufacturer's direction.



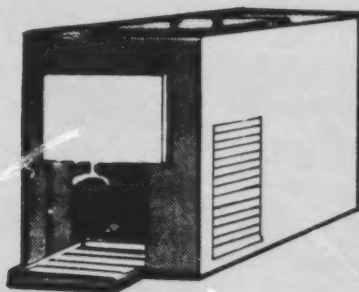
IX. Ice machine--Provides ice in quantity or by a serving to the customer.

- A. The machine should be turned on prior to serving time.
- B. Extra ice should be stored if the ice maker will not keep enough ice made during rush periods.
- C. Clean the ice maker as often as required.
- D. There are two types of ice machines used by most businesses.

1. Floor model



2. Counter model



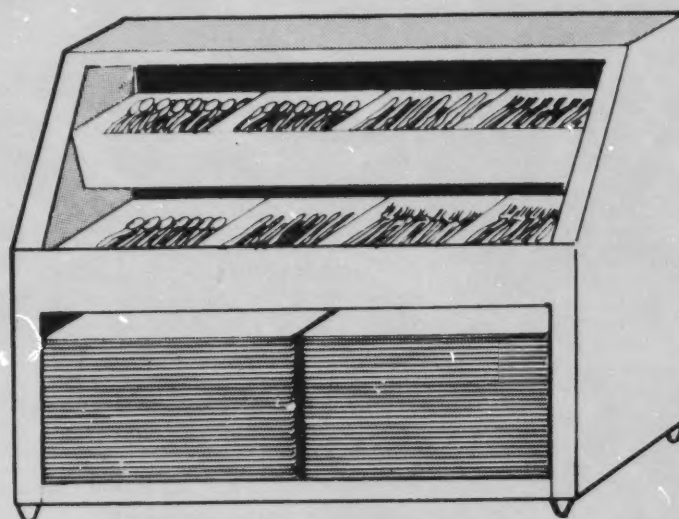
X. Trays and flatware table or rack--Provides flatware and a tray for the customer's food.

A. Flatware may be wrapped in a napkin or separated into individual canisters.

B. Flatware and trays should be provided by the kitchen helper.

(NOTE: The counter attendant should let the kitchen helper know when the supply of either is low.)

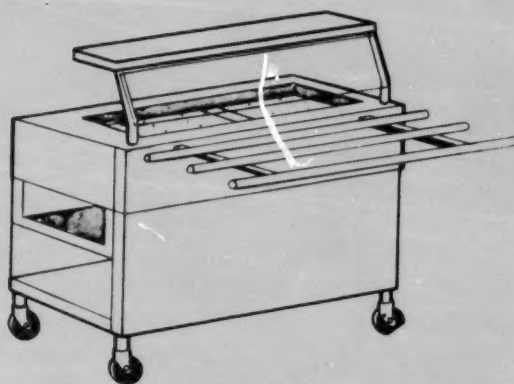
C. Pick up any flatware that is dropped on the floor and place in a busing cart.



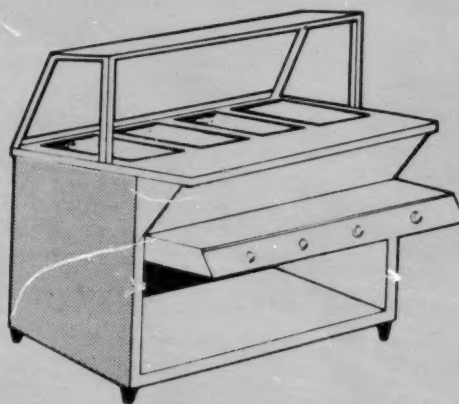
COUNTER ATTENDANT

ASSIGNMENT SHEET 2--IDENTIFY COUNTER EQUIPMENT

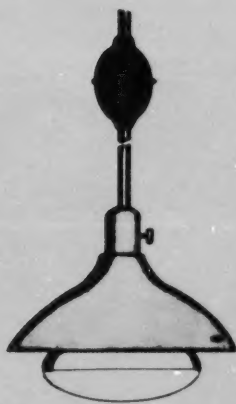
Directions: Identify each of the illustrations shown below by writing its correct name in the blank provided.



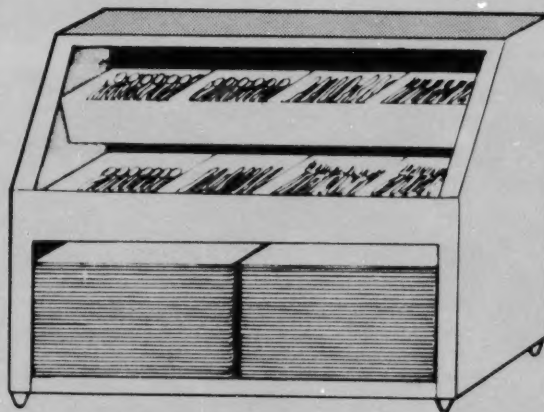
A. _____



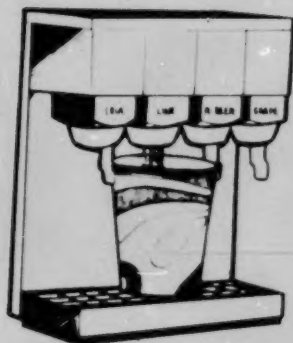
B. _____



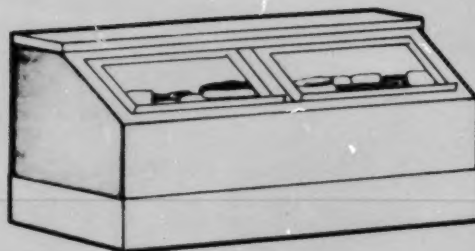
C. _____



D. _____



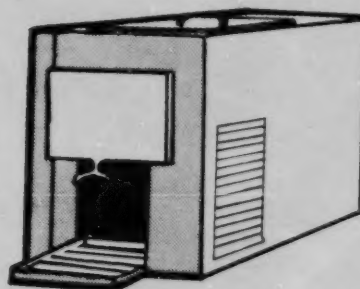
E.



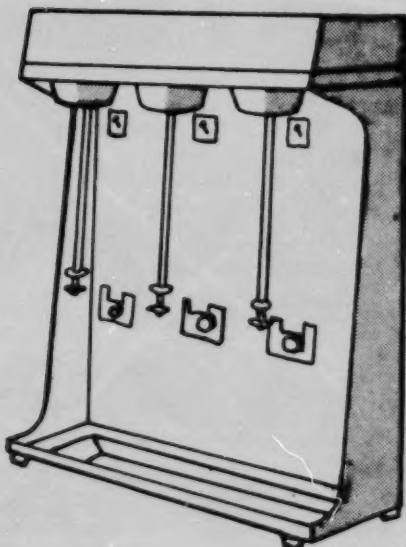
F.



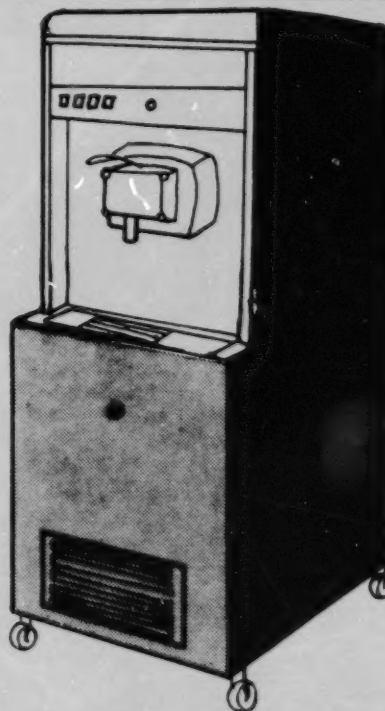
G.



H.



I.



COUNTER ATTENDANT

ASSIGNMENT SHEET 3--EXPLAIN THE USE OF COUNTER EQUIPMENT

Directions: Using another sheet of paper or the space below, describe the use of each of the counter fixtures in the business where you work. Draw any pictures of the fixtures, or use cutouts, which will better explain the type of fixtures you use on your training station.

COUNTER ATTENDANT

INFORMATION SHEET 3--SERVING PERSONALITY

I. Greeting the customer

A. Wear a smile.

B. Greet each customer in a pleasant tone.

EXAMPLE: "Good morning" or "May I help you."

(NOTE: Remember that you have only a few seconds to make a good impression on the customer.)

C. Customers appreciate courtesy and quick service.

II. Dealing with the customer

A. Know the menu for the day.

1. Find out the prices of each item.

2. Find out how each item was prepared.

B. Ask the customer how the food should be served.

EXAMPLE: What dressing would you like on your salad?

C. Answer any questions the customer asks.

EXAMPLE: Is that meat well-done?

D. Be sure of yourself when talking to the customer.

E. Be tactful in handling complaining customers.

EXAMPLE: The customer requests a particular salad dressing. As you serve the salad, the customer complains about it having the wrong dressing. Tell the customer you are sorry for the mistake and ask how you may correct it.

F. Report to the supervisor any problem you cannot handle.

G. Be available to the customer at all times.

1. Offer your help to handicapped customers, customers with small children or lots of packages.

2. Offer high chairs or booster chairs when needed.

3. Be aware of the need for beverages refills.

H. Always use your very best manners.

(NOTE: Make "Thank you," "Please," "Sir," and "May I help you?" a natural part of your vocabulary.)

COUNTER ATTENDANT

ASSIGNMENT SHEET 4--EXPLAIN THE PROPER SERVING PERSONALITY

Directions: Relate personal experiences in answering each of the following questions. Give examples of both good and poor serving personalities.

- A. Explain how customers should be greeted when they approach you in the serving line.
- B. Explain how you should be prepared to deal with the customer.
- C. What unusual questions have you been asked about foods that you serve? How did you answer each?

COUNTER ATTENDANT

ASSIGNMENT SHEET 5--SERVING SKILLS

Directions: Finish the following statements in a way you feel would be the best way to greet a customer. You may use your information sheet as a reference for completing the statements, but use your own imagination and the way you feel you would want to be greeted.

- A. An older lady walks in your place of business. In greeting her, you say, "_____."
- B. A close friend comes in and sits down. You approach by saying, "_____."
- C. A large family enters the restaurant. You say, "_____."
- D. A busy looking man hurriedly comes in and is seated. You greet him by saying, "_____."

COUNTER ATTENDANT

ASSIGNMENT SHEET 6--RATE YOUR SERVING PERSONALITY

Directions: Rate yourself on each statement below. Place a check in the block that best answers the question. Total your score.

	Always	Sometimes	Never
A. Do you wear a smile?			
B. Do you greet every customer in a friendly manner?			
C. Do you help the customer in making selection?			
D. Do you know all of the selections on the counter?			
E. Do you show pride in your work?			
F. Do you assist other counter personnel?			
G. Are you courteous and tactful with the complaining customer?			
H. Do you speak to the customers with confidence?			
I. Do you provide service beyond that required?			
J. Do you enjoy dealing with people?			
SUBTOTAL			
Rating: TOTAL			

70-100 You have a good personality for serving the customer.

50-70 You need to improve weak areas of your personality.

COUNTER ATTENDANT

INFORMATION SHEET 4--PREPARATION FOR SERVING

I. General responsibilities

- A. The counter should always be neat and in order.
- B. Place clean silverware in the canisters or trays.
 - 1. Separate silver into the correct canister or tray.
 - 2. Handle silver by the handle only.
 - 3. Roll silver in napkins, if required at your station.
- C. Fill napkin holders, sugar containers and salt and pepper shakers.
- D. Clean all glass shelves and metal surfaces.
- E. Arrange the tables and chairs neatly.
- F. Fill the steam table with water.
 - 1. Turn on the heaters to keep the water hot.
 - 2. Set the regulators so that the water will stay hot.
- G. Fill the cold table with crushed ice.
- H. Keep dishes in rows at the salad station and other serving areas.

(NOTE: Plates should be chilled if possible.)
- I. Place clean wiping cloths and pot holders below the serving counter out of the customer's view.
- J. Prepare the menu boards with listings of foods available and prices.
- K. Prepare the coffee and other beverages served at your station.

II. The steam table

- A. Supply the counter with crackers, lemon slices, butter, and any supplies or condiments that the customer may need.
- B. Make sure the correct serving utensil is ready for serving.
- C. Place a container below the entree station for bones or trimmings from roast.

- D. Place a supply of plates and other dishes on the counter before serving begins.
- E. Display foods in pans or containers which best contain and display the food.
- F. Arrange foods neatly in pans and according to height to provide a contrast and ease of serving.

EXAMPLES: 1. Meats, such as roast, should have the slices overlapping.

2. Tall foods, such as a large roast, should be placed next to lower-lying rolls or vegetables.

- G. Garnish foods with unwilted and clean lettuce, parsley, or watercress.

(NOTE: Garnishes should be both edible and add to the appearance of the food.)

- H. Clean the edges of pans or surfaces of the steam tables as often as possible.

(NOTE: The heat from the steam tables will quickly burn the food on the surfaces.)

- I. Check over the counts before serving begins to see that all items on the menu and accessories are ready to serve.

III. The salad bar

- A. The salad bar cold table should be packed with ice, and the ice leveled.
- B. The salad bowls or plates should then be set firmly into the crushed ice.
- C. Arrange the salads according to types of selections, and in rows for the customer's convenience.

EXAMPLE: Place vegetable salads in one section; meat, fish, and egg salads in one section; and fruit salads in another.

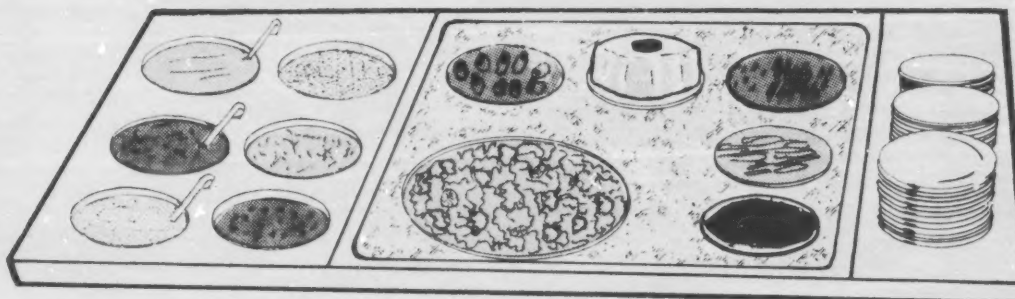
- D. Place the salads so that colors will provide the best contrast.

EXAMPLE: Place tomatoes next to potato salad, or cucumbers next to the carrots. Lettuce should be placed under the congealed salads.

- E. Arrange the salad bar neatly.

1. Eye appeal should be considered when arranging salad ingredients at the salad bar.

2. Provide salad dressings at a location easily reached by the customer.



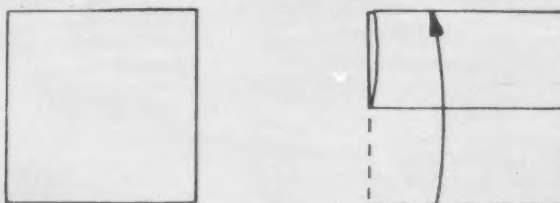
- F. Put plates in the plate cooler for chilling.
 - G. Place a clean folded wiping cloth under the counter to remove any spilled salad dressing.
 - H. Keep the salad bar well supplied with plates and salad ingredients.
- (NOTE: Tell the person responsible for bringing fresh supplies to the counter when an item is getting low. Do not wait till you run out.)

IV. The tray and flatware table or rack

- A. Napkins should be folded and placed in stacks.

(NOTE: Most paper napkins come prefolded, so this procedure is mainly for cloth napkins.)

1. Fold the napkin in half and align the edges.



2. Fold the napkin in half again and align edges.



3. Fold the napkin in half a third time.



4. Fold the napkin in half a fourth time.



5. Stack the napkins and place them in the proper storage area.

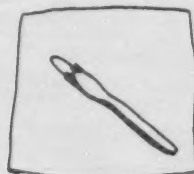


- B. Flatware may be wrapped and placed on a tray.

(NOTE: Flatware is wrapped in both paper and cloth napkins.)

1. Place the correct flatware from corner to corner on a napkin.

(NOTE: Check with your supervisor to find out what flatware is required.)



2. Fold the corners over the flatware.



3. Fold the napkin in half, covering the flatware.



4. Roll the flatware in the napkin.



5. Stack the rolled flatware onto a tray, and place on the tray table or rack.



C. Trays

1. Place clean trays in the rack before serving begins.
2. Resupply clean trays as needed during serving.

COUNTER ATTENDANT

ASSIGNMENT SHEET 7--PLAN A SEQUENCE FOR
PREPARING THE COUNTER FOR SERVING

Directions: Consider all the daily tasks in preparing a counter for service. You might list these tasks on a scrap sheet of paper. Decide the sequence in which these tasks should be done to allow the quickest and smoothest flow while preparing the counter. Think about the safety precautions followed during preparation. List the sequence below, giving the precautions to be taken.

COUNTER ATTENDANT

ASSIGNMENT SHEET 8--PREPARE A DISPLAY OF A SALAD BAR

Directions: Cut pictures of various salads and salad ingredients from old magazines and arrange on poster board. Foods and dishes not found in magazines can be drawn. Be prepared to explain to the class why foods are arranged as they are.

COUNTER ATTENDANT

INFORMATION SHEET 5--SERVING PROCEDURES

I. Procedures for counter service

- A. Greet your customer quickly with enthusiasm and with a smile.
- B. Take the customer's order and when completed, read it back to the customer so you will prevent an error.
- C. If a drink or a side order was not ordered, help your customer out by making a suggestion.
- D. Call the order in loud and clear, finishing with a PLEASE.
- E. Make your drinks, according to directions and then put lids on them and place them on a tray.
(NOTE: Use a plastic tray for dining area.)
- F. Package the order carefully, double checking it for accuracy before taking it to the customer.
(NOTE: Make sure take out orders are complete with napkins, flatware, salt and pepper.)
- G. Take your customer's payment and then count the change back carefully.
- H. Thank your customer, saying something like "come again."

II. Procedure for table service.

- A. Taking the order.
 - 1. Greet your customer with a smile.
 - 2. Take the customer's order and recheck with the customer to avoid errors.
 - 3. Place the order with the cook.
 - 4. To insure that the customer is served food that is the correct temperature, be sure to pick up each order as soon as it is ready.

B. Assembly of the order.

1. Be sure that the tray and utensils are clean.
2. Place heavy items in the center of the tray.
3. Always see that hot and cold items are separated on the tray.
4. Be sure that the tray is properly balanced before serving the customer.

DON'T CARRY



MORE
Than you can Handle

C. Serving the order to the customer.

1. Always serve and remove food items and dishes from the left, and beverages from the right.
2. Never come in contact with any of the food items being served.
3. Do not reach in front of a customer to serve another, except when serving a customer in a booth.
4. Keep your tables under close observation after the meal is served.
 - a. Water glasses may need to be refilled.
 - b. The customer may need additional food items such as dessert.
 - c. Replace dropped flatware or napkins.

(NOTE: Give the clean utensil to the customer first before picking up dropped item.)

D. Presenting the check

1. Watch for signs that customer is ready to leave.
 - a. Restlessness, looking around.
 - b. Removes wallet.
 - c. Puts on coat or hat.
2. Check for accuracy on the ticket.
 - a. Be sure all items are on ticket.
 - b. Be sure figures are correct and added properly.
 - c. Be sure sales tax is added.
3. Ask if anything else is desired.
4. Place check face down on table and say "Thank you."
5. Leave the area after presenting the check.

COUNTER ATTENDANT

ASSIGNMENT SHEET 9--SERVING PROCEDURES

- A. Complete the statements below by writing in the correct words or terms.
1. If a serving tray is used, the _____ items should be placed in the center of the tray.
 2. _____ and _____ items should be separated on the tray.
 3. Always serve food dishes from the _____ side of the guest, and beverage items from the _____.
 4. The only time a food server should reach in front of one guest to serve another is when serving in a _____.
 5. Always handle flatware by the _____.
- B. List the serving procedure used at your work station.

COUNTER ATTENDANT

ASSIGNMENT SHEET 10--VALUE FOR VALUE

Directions: Write the amounts called for in each statement below.

- A. A half-dollar equals _____ cent(s).
- B. A quarter equals _____ cent(s).
- C. A dime equals _____ cent(s).
- D. A nickel equals _____ cent(s).
- E. A penny equals _____ cent(s).
- F. Two quarters equal _____ dime(s).
- G. A dime equals _____ nickel(s).
- H. A quarter equals _____ dime and _____ nickel(s).
- I. Three dimes equal _____ quarter(s) and _____ nickel(s).
- J. Four nickels equal _____ dime(s).
- K. A quarter equals _____ nickel(s).
- L. Three quarters equal _____ dime(s) and _____ pennies.
- M. Eight dimes equal _____ quarters and _____ pennies.
- N. Three nickels equal _____ dime(s) and _____ pennies.
- O. A half-dollar equals _____ quarter(s).
- P. Twenty dollars equals _____ \$5 bill(s).
- Q. One hundred dollars equals _____ \$20 bill(s).
- R. Twenty dollars equals _____ \$10 bill(s).
- S. Ten dollars equals _____ \$5 bill(s) and _____ \$1 bill(s).
- T. Twenty dollars equals _____ \$10 bill(s) and _____ \$5 bill(s).
- U. Another way of writing twenty dollars is _____.
- V. Another way of writing ten cents is _____.

COUNTER ATTENDANT

ASSIGNMENT SHEET 11--MAKING CHANGE

Directions: The menu shown below is from a Fast Food Restaurant. Using the prices listed on the menu, figure the amount of change that should be returned to each of the customers.

FAST FOOD

Hamburger	.55
Hot Dog	.45
Cheeseburger	.65
French Fries	.40
Apple Pie	.25
Iced Tea	.20
Pepsi	.35 large
	.20 small

	Customer Ordered	Amount Received	Change
A.	2 Hamburgers		
	1 Hot Dog		
	2 French Fries		
	1 Large Pepsi		
	1 Iced Tea	\$3.00	_____
B.	3 Hot Dogs		
	1 Cheeseburger		
	2 Apple Pies		
	2 Iced Teas	\$5.00	_____
C.	1 Cheeseburger		
	1 French Fries		
	1 Small Pepsi		
	1 Iced Tea	\$2.00	_____

COUNTER ATTENDANT

INFORMATION SHEET 6--PREPARATION OF FOOD FOR SERVING

I. General rules concerning portioning of food.

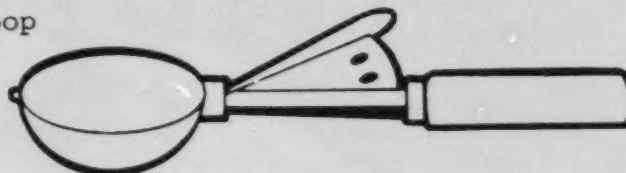
- A. Check the portioning sheet, if available at your station, to see that the correct weight or measure is used.
- B. Each serving should be the same size.
- C. Provide large portions of certain items when requested by the customer.

EXAMPLE: Many people request more salad dressing.

(NOTE: Check with your employer for specific rules concerning larger portions and substitutions.)

- D. Proper portioning allows the management to estimate the amounts of food needed for meals.
- E. Tools used to make portioning easier.

1. Scoop



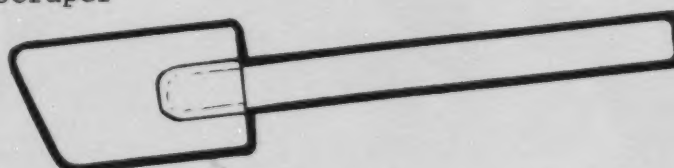
2. Ladle



3. Large spoon



4. Rubber scraper



5. Spatula



II. Portioning and serving meats

- A. Cut meats across the grain of the meat.
- B. Always check with your supervisor prior to serving to find out the number of servings for each meat during regular meals.

EXAMPLE: One or two pieces of chicken.

- C. Let the cooks know when the supply of meat gets low.

(NOTE: Meats take longer to prepare so their preparation must be planned well in advance of serving.)

III. Assembling and serving sandwiches

- A. Kinds of sandwiches served in fast food restaurants.

- 1. Closed sandwiches--Two slices of bread with filling in the center.
- 2. Open-faced sandwiches--Two slices of bread served side by side with filling exposed.

(NOTE: It may have gravy on it.)

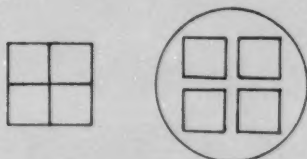
- 3. Combination sandwich--Similar to the closed sandwich but contains two fillings.
- 4. Club sandwich--Three slices of bread and two fillings; the bread and fillings are stacked alternately.

- B. Assembling sandwiches

- 1. Prepare fillings just before they are to be used.
- 2. Wash, drain, and refrigerate lettuce.
- 3. Have equipment in place.
 - a. Spoon or scoop for portioning spreads
 - b. Sharp knife for trimming and cutting
 - c. Spatula for spreading
- 4. Spread salad dressing on each slice of bread or bun.
- 5. Spread soft-filling evenly, bringing filling to the edge of bread.
- 6. Arrange meat and cheese slices so the bread is well covered but not hanging over the edge of the bread.
- 7. Arrange crisp lettuce on the filling and cover with top slice of bread.

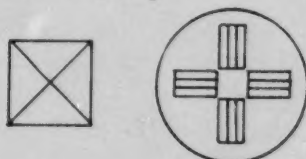
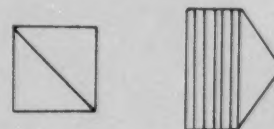
C. Serving sandwiches

1. All sandwiches should be arranged on the plate to provide eye appeal.
2. Popular sandwich cuts and arrangements.



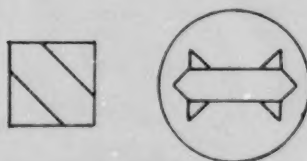
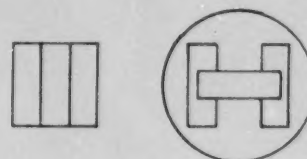
- a. Cut in quarters--Squares may be separated on the plate with the garnish in the center, or overlapped in a semi-circle.

- b. Cut in half diagonally--Wrap or place on a plate to display the filling.



- c. Cut in quarters diagonally--Set triangles with cut side up to show filling.

- d. Divide into three equal rectangles. For best display of the filling, arrange crust edges toward the center on bottom and the center cut across the top of the other two pieces.



- e. Cut diagonally into three pieces. Arrange the cut sides toward the edge of the plate and the center piece across the top of the other two pieces.

- f. Divide into four triangles by first cutting in half vertically and then cutting each rectangle diagonally into two equal triangles.



D. Packaging sandwiches

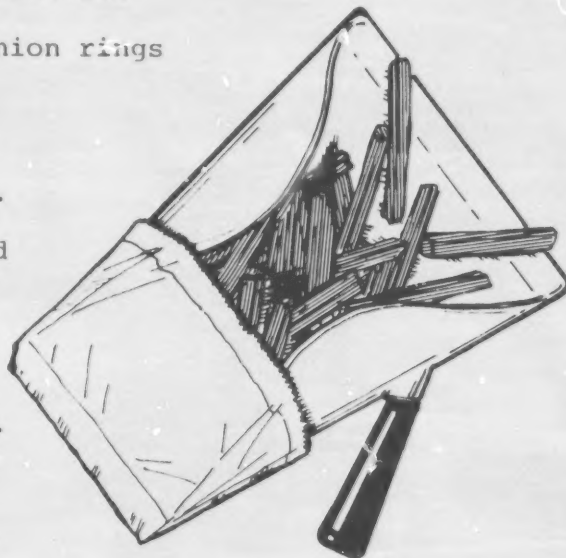
1. Package sandwiches quickly and neatly.
2. Wrap sandwiches in waxed sandwich paper, plastic wrap or foil according to the manager's direction.

(NOTE: Most fast food restaurants have rules to follow when wrapping sandwiches.)

3. Wrapped sandwiches may then be placed in sandwich bags or boxes, ready to be served.

IV. Portioning french fries and onion rings

- A. Place bag on fry scoop.
- B. In a forward motion, scoop up the french fries.
- C. Gently shake them to stand fries up inside the bag.
- D. Slip the scoop out.
- E. Place packaged fries in the rack to await serving.
- F. Onion rings are packaged in the same way.



V. Portioning desserts

- A. Use a scoop for portioning soft desserts such as ice cream.
(NOTE: Use a rubber scraper to assist in removing soft desserts from a scoop.)
 1. Dip ice cream scoop in warm water.
 2. Tap the scoop on a sponge to remove water.
 3. Start dipping from the side of large containers.
- B. When adding whipped cream to the top of desserts, use one spoon to dip the cream and one to push the cream from the spoon onto the dessert.
- C. A spatula is used to cut and portion cakes and pies.
 1. Remove each piece from the pan or serving plate with the spatula.
 2. Use a knife to hold the piece gently while moving it to a dessert plate.
 3. Center the portion on the plate.
- D. Use a scoop or ladle to portion canned fruit.
- E. As each dessert is prepared, place it on a clean tray or cart and store in the refrigerator until needed for serving.
(NOTE: Some desserts may be wrapped with plastic wrap for customer selection at a dessert counter.)

COUNTER ATTENDANT

ASSIGNMENT SHEET 12--FOOD PREPARATION

A. Name and describe four types of sandwiches usually made in a fast food restaurant.

1.

2.

3.

4.

B. What steps should be followed when assembling sandwiches?

1.

2.

3.

4.

5.

6.

7.

C. Explain how you would portion french fries.

II-52

D. List five rules for portioning desserts.

1.

2.

3.

4.

5.

COUNTER ATTENDANT

ASSIGNMENT SHEET 13--DEMONSTRATE YOUR SERVING ABILITY

Directions: Select one of the following activities and demonstrate to the class.

- A. Using single slices of bread to represent sandwiches, demonstrate several ways you would cut and serve sandwiches.
- B. Explain how you would portion and serve an order for the specialty food served at your work station.

EXAMPLES: A bucket of chicken, a pint of potato salad and rolls.

(NOTE: Refer to your menu for specific serving sizes.)

COUNTER ATTENDANT

INFORMATION SHEET 7--PREPARATION OF BEVERAGES

I. Preparing coffee

A. Urn type

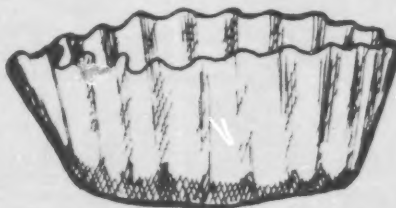
1. Check all equipment for cleanliness
2. Measure the correct amount of coffee into the filter.
(NOTE: Approximately one pound of coffee to two and one-half gallons of water.)
3. Spread the coffee evenly over the filter.
4. Pour hot water in a circular motion over all of the coffee grounds.



5. Remove the grounds in the filter when the water has dripped through.
6. Keep the temperature of the coffee between 185° and 190°.

B. Individual pot type

1. Check equipment for cleanliness
2. Place a filter in the filter holder



COFFEE FILTER

3. Place the correct amount of coffee evenly in the filter.

(NOTE: Often, individual bags with the correct amount of coffee are used to eliminate the need for measuring.)

4. Pour the water through the heating element vat.

(NOTE: Check to see if the heating element switch is "ON" and the brewing light is "ON".)

5. If the coffee is too weak or strong, check with your supervisor or re-read directions on the coffee package.



(NOTE: Do not pour coffee back through the heating element vat.)

C. Freeze-dried

1. Place correct amount of coffee in the cup.

(NOTE: Freeze-dried coffee often comes in pre-measured packages. If not, read directions on the coffee container and measure the correct amount.)

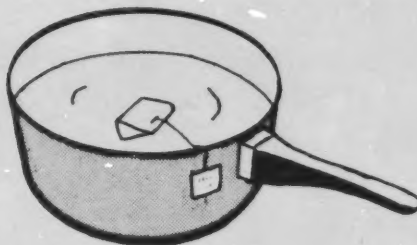
2. Add hot (boiling) water.
3. Stir until mixed.

II. Preparing tea

A. Brewed tea

1. Check equipment for cleanliness.
2. Fill a pot with the amount of water needed to make tea.

3. Place the pot of water on the burner and bring to a boil.
4. Place tea bags in a container that will hold all the water.



5. Pour the water over the bags.
 6. Allow the tea to simmer (steep) for five minutes.
 7. Serve the tea as requested
 - a. hot, in a cup
 - b. iced, in an eight-ounce glass
- B. Instant tea
1. Check equipment for cleanliness.
 2. Read directions on the jar of instant tea.
 3. Place the proper measure of tea in an eight-ounce glass.
 4. Add cold water and stir.
 5. Serve as requested.

III. Preparing soft drinks

- A. Prepare the counter.
1. Provide different sizes of cups.
 2. Have straws and lids available.
- B. Check the CO₂ tank.
1. Lines should be clean and well tightened.
 2. The tanks should be securely fastened to the wall or drink machine.
 3. Make sure the valve on the CO₂ tank is closed when connecting or disconnecting the line.

4. Be sure to connect the CO₂ line to the valve marked "IN" on the syrup can.

C. Make the soft drink.

1. All cups, lids, straws, and drink ingredients should be readied before the shift begins.

(NOTE: Drinks should not be made up ahead of time because they will become watery.)

2. Select the proper-sized cup that the customer requests.

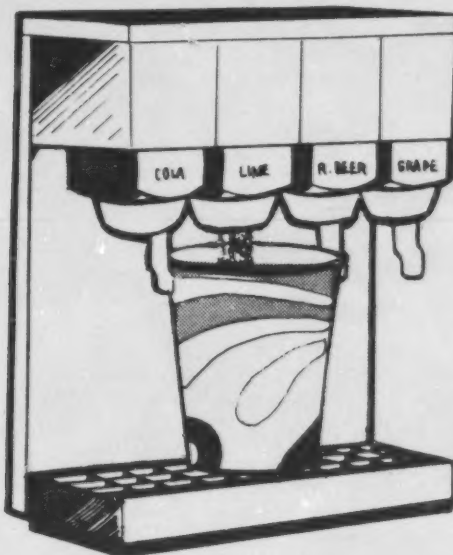
(NOTE: Be familiar with the sizes and prices of all drinks.)

3. Fill the cup about 3/4 full with crushed ice.

4. Hold the cup under the spout of the selected drink and press the release lever.

(NOTE: The carbonated water and syrup mixture will flow into the cup.)

(CAUTION: Be careful not to overfill the cup.)



5. Place a lid on the cup at the customer's request.

(CAUTION: Do not pick up the cups by the lids, because the drinking surface of a cup should not be touched and the lid may come off.)

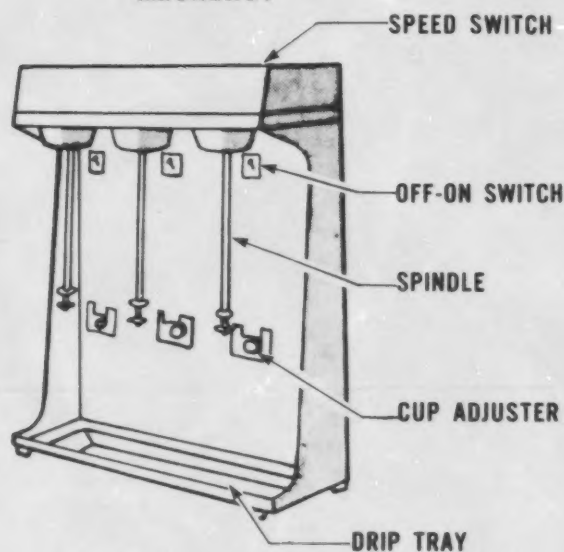
6. Keep the counter stocked with cups, ice, and other materials as they are taken by the customer.
7. Change the CO₂ and syrup tanks as soon as they become empty.

IV. Preparing milk shakes

- A. Put the metal extender on the cup.

(NOTE: Use the tall extender on the 16-ounce cup and the short extender on the 12-ounce cup.)

- B. Add milk to the line on the cup.
- C. Add ice cream.
- D. Add syrup on top of the ice cream.
- E. Place the cup on the malt machine.



1. Run the agitator down the inside edge of the cup without activating the switch.
2. When the agitator is at the bottom of the cup, push the cup back against the machine so the agitator is in the center of the cup.
3. Place the rim of the cup extender under the starter.
4. Push the cup up to start the machine and set the bottom of the cup on the holder.

- F. Blend until the contents are smooth, with no lumps.

(NOTE: Do not overblend.)

- G. Remove the cup from the machine by lifting up, slightly out, and then straight down.
- H. Remove the extender and serve.

(NOTE: Wipe any spillage from the outside of the cup with a damp cloth.)

- I. Malts are made in the same way, except malt powder is added before blending.

COUNTER ATTENDANT

ASSIGNMENT SHEET 14--EXPLAIN DRINK PREPARATION

- A. Use your information sheets and your experience on your training station to answer the following questions.
1. Describe methods used to prepare coffee.
 - a.
 - b.
 2. Describe two ways to prepare tea.
 - a.
 - b.
 3. Describe the process used on your training station to prepare soft drinks.
 4. Coffee should be kept at a temperature between ____° and ____°
 5. The gas used to force the syrup from the tanks to the fountain is _____.
 6. When a business serves a large volume of coffee, the coffee should be brewed in an _____.
 7. The first thing you place in cup when making a soft drink is the _____.
 8. When making coffee in the urn, you usually place _____ gallons of water for each pound of coffee.
 9. When brewing tea, you should allow it to simmer for _____ minutes.
 10. Soft drinks made up ahead of time will become _____ before serving.

11. Drinks being placed in bags or boxes should have _____ placed on them.

12. Restocking the counter with cups, straws, lids and other items should be taken care of _____.

B. Answer the following statements by writing TRUE or FALSE in the blanks at the left.

_____ 1. A malt maker will make milk shakes.

_____ 2. The agitator on a malt machine works better if it is in the center of the cup.

_____ 3. A milk shake should have about three big lumps in it after blending.

_____ 4. A malt is the same as a milk shake except for the malt powder.

C. List the steps taken to make a milk shake or malt.

1.

2.

3.

4.

5.

(a)

(b)

(c)

6.

7.

8.

COUNTER ATTENDANT

ASSIGNMENT SHEET 15--SOLVE DRINK-MAKING SITUATIONS

Directions: Write the correct answer for each of the questions below about drink preparation. Use your information sheet or your experience on your training station to solve each question.

- A. Most restaurants use CO₂ to force soft drink syrups to the dispensing fountain. It is stored in the large tanks or cylinders which, if handled carelessly, may explode and cause serious injury. What precautions are taken on your training station to see that no accidents occur?
- B. Often drinks are made up slightly in advance of serving them. If too many drinks are made up long before they are served, what happens to them?
- C. Most syrup tanks have similar markings. How are the syrup tanks on your training station marked to help you hook up the proper lines to the proper valves?

- D. Lids are placed on drinks ordered to go. Why should you not handle the drinks by the lids?
- E. Many fast food restaurants will assign one person to make just the drinks for customers on the serving line. When no customers are coming through, what should you do?
- F. Different restaurants have different policies on how much ice to put in a cup when preparing drinks. What policies does your training station have concerning drink preparation?

COUNTER ATTENDANT

INFORMATION SHEET 8--SANITATION AND CLEANING TECHNIQUES

I. Sanitation Rules

- A. Keep counter surfaces clean.
- B. Place your fingers under the plate, not inside the plate.
- C. Handle glasses by the base, not the rim.
- D. Handle silverware by the handle only.
- E. Use tongs to handle food, not your hands.
- F. Do not serve food if you have an infection.
- G. Wash your hands often.

(NOTE: Always wash your hands after using the restroom.)

- H. Use a handkerchief or napkin when you sneeze or cough, and then wash your hands.
- I. Keep your hair combed, clean, neat, and if necessary, in a net.
- J. Do not eat or smoke in the food serving area.

II. Cleaning Standards

A. Areas requiring periodic cleaning

- 1. Remove dishes from storage bins, plate warmers, and other storage areas and wipe the shelves and walls.
- 2. Remove racks or false bottoms on the steam tables and clean thoroughly.
- 3. Clean areas where bread and other such foods are stored.
- 4. Remove utensils from the counter area and clean drawers.
- 5. Remove ice cream and containers from the freezer compartments.

B. Areas often overlooked during cleaning

- 1. Undersides of racks, counter edges, and glass shelves must be cleaned.

2. Cracks and areas around screws or bolts collect dirt which should be removed.
3. Trays and racks on overflow areas of drink machines should be removed and cleaned.

III. Closing responsibilities

- A. All foods should be removed from the counter at the end of the day.

(NOTE: Foods should be covered between serving periods during the day.)

- B. Pour out unsold drinks in glasses or cups.

- C. Place bread in storage.

(NOTE: Remove molded bread from storage areas.)

- D. Drain steamtable.

(NOTE: UNPLUG all electrical appliances before cleaning.)

1. Flush the tank with fresh water.
2. Scrub the walls and pipes with a stiff brush.
3. Clean water scale with special cleaners.

(NOTE: Check with your supervisor before using these chemicals and always flush the tank with fresh water after use.)

- E. Clean the steamtable tops and faces or sides with a warm detergent solution.

- F. Clean and polish the glass shelves and racks.

- G. Clean the tray rails on top and bottom.

- H. Clean all corners and cracks where food builds up on the counter equipment.

- I. Clean the toaster if it is located in the counter area.

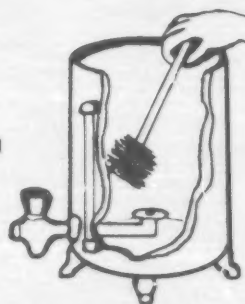
- J. Wash the outside of coffee urns and drink dispensers with a detergent solution.

- K. Rinse the inside of coffee urns with clean water.

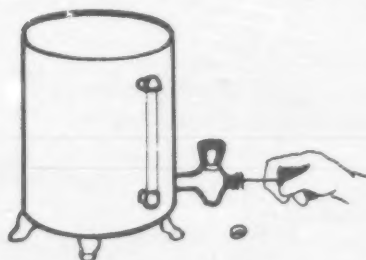
1. An urn brush may be used to scrub the inside of the coffee urn.

(NOTE: This brush should not be used for any other cleaning.)

Cleaning interior surface of urn



2. A spoonful of baking soda or a commercial cleaner used once a week will get rid of bitter taste that often builds up in coffee equipment.
3. Always rinse thoroughly to remove any cleaners.
4. Clean the faucets and glass gauges with small brushes.



Cleaning faucet and gauge glass with slender brush

Remove threaded cap at end of faucet

L. Clean all containers which hold food on the counter.

IV. Cleaning stainless steel

(NOTE: To achieve cleanliness and sanitation standards required in restaurants, equipment should be cleaned daily.)

A. General cleaning

1. Warm detergent solutions should be used for routine cleaning on exterior surfaces of equipment.
2. All surfaces should be rinsed with warm water and wiped dry with a clean cloth.

(NOTE: Rinsing agents may be added to the rinsing water to prevent spotting.)

3. Use scouring powder to clean hard-to-remove spots.

(NOTE: Rub in the same direction of the polish lines on the surfaces to preserve the finish.)



B. Removing fingerprints

1. Wipe on clear mineral oil or other cleaners that will leave a thin oily film.
2. Remove excess cleaner with a clean, dry cloth.
3. Wipe surfaces occasionally to remove accumulated fingerprints.

C. Removing scale and hard water film

1. Flush scaly surfaces with clean water.
2. Brush a mild solution of acid-type cleaner on the surfaces.

(NOTE: Check with your supervisor for the correct cleaner and always read the label of each cleaner used.)

(CAUTION: Protect your eyes, skin, and clothing from the cleaners.)

3. After 15 minutes, rinse the cleaner off with clean water.
4. Dry the surfaces with a clean cloth.
5. Repeat this process to remove water film completely.
6. Add water softener to the water used in the equipment.

(NOTE: Water softeners assist in stopping water film build-up.)

COUNTER ATTENDANT

ASSIGNMENT SHEET 16--CLEANING THE COUNTER

Directions: Explain the procedures used in cleaning the counter by answering the following questions.

- A. What do you do with each of the following foods at closing time, before cleaning the counter?
 - 1. Bread
 - 2. Food in pans
 - 3. Drinks
 - 4. Coffee
- B. Explain the general cleaning responsibilities to be done at the end of the serving period.
- C. Explain how stainless steel is usually cleaned.
- D. Explain how to remove scale and hard-water film.

E. List five areas of cleaning that you have seen employees overlooking during cleaning.

1.

2.

3.

4.

5.

F. Explain why routine cleaning is necessary in a restaurant rather than each person occasionally cleaning the area for which he or she is responsible.

COUNTER ATTENDANT

TEST--PART 1

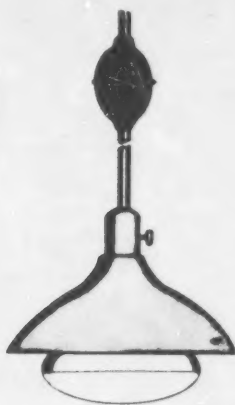
Select the correct terminology to be used when working on the counter.

1. Circle the word or words that best completes the statement.
 - a. A (canister, heat lamp) is used to help keep food warm on the counter.
 - b. A machine which will provide various kinds of drinks is a (coffee urn, drink dispenser.)
 - c. The pleasing and tasteful appearance of food is called (eye appealing, displaying.)
 - d. The arrangement of the serving line is the (display, set-up.)
 - e. The amount of food served to a customer is a (portion, child's plate.)
 - f. The (serving procedure, line speed) is the rate the customers are served and move by each station.
 - g. Unwanted particles can best be removed from a solution by (sanitation, filtration.)
 - h. (Baking, Barbecuing) is cooking with direct heat while basting with a special sauce.
 - i. A purchase made after the amount for the meal was tabulated is called (an overring, add-on merchandise.)
 - j. A mistake in the cash register for an amount more than the actual purchase is called (a check tape, an overring.)
 - k. The decoration added to a food is (garnish, condiments.)
 - l. A board or sign which lists the types and prices of foods is called the (canister, menu board.)

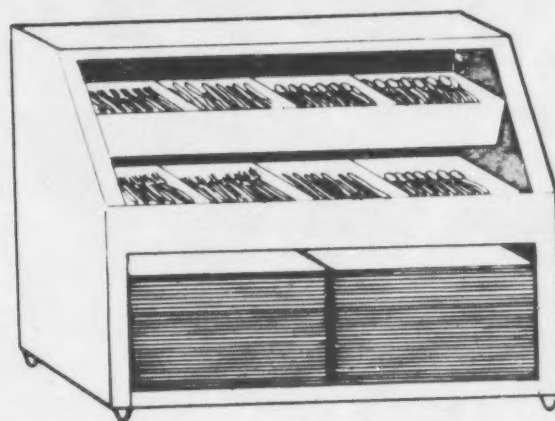
COUNTER ATTENDANT

TEST--PART 2

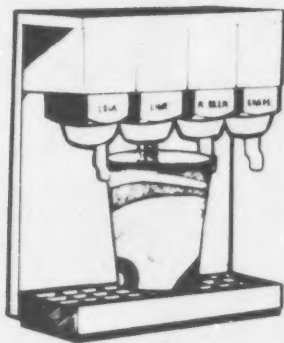
Identify the counter equipment used a fast food restaurant. Explain the use of each in the space provided.



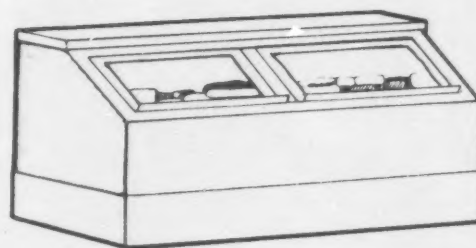
1. _____



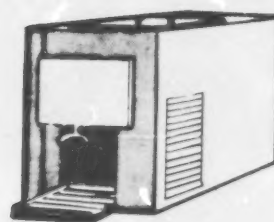
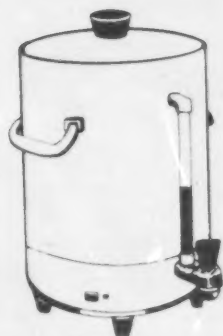
2. _____



3. _____

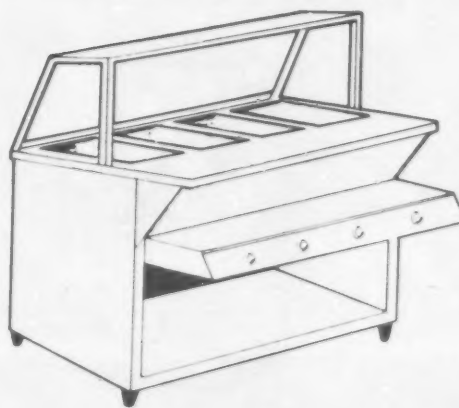
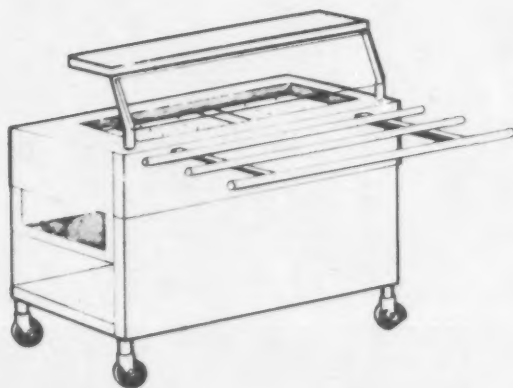


4. _____



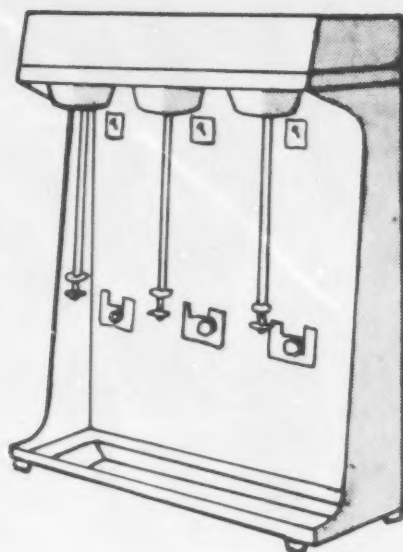
5. _____

6. _____

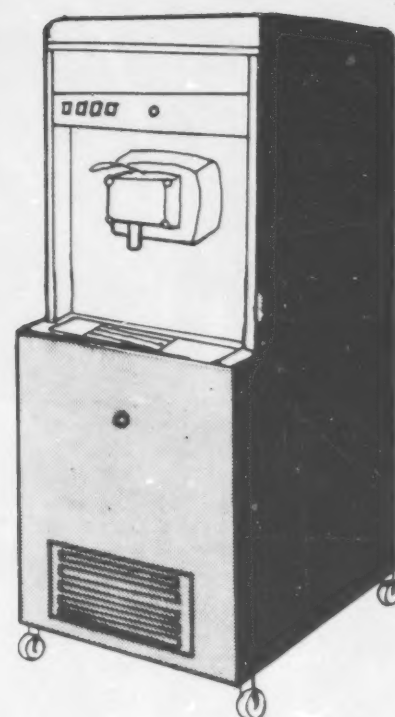


7. _____

8. _____



9. _____



10. _____

COUNTER ATTENDANT

TEST--PART 3

1. Select the correct procedures for greeting a customer by placing a "✓" in front of each correct statement below.
 - ☐ a. Wear a pleasant smile.
 - ☒ b. Greet the customer by saying, "You want something to eat?"
 - ☐ c. Be able to tell the customer about any selection on the counter.
 - ☐ d. Never suggest foods for the customer.
2. Select the correct procedures for dealing with the customer by placing a "✓" in front of each correct statement below.
 - ☐ a. It is part of your job to be able to explain to a customer how a food item is prepared.
 - ☐ b. You should ask the customers how they would like each item served.
 - ☐ c. You should not try to answer customer questions during serving periods.
 - ☐ d. You should be sure of yourself if you do talk to the customer.
 - ☐ e. Be tactful in handling complaining customers.
 - ☐ f. Never call the supervisor even if you cannot correct a complaint by the customer.

COUNTER ATTENDANT

TEST--PART 4

1. Point out the general responsibilities of the counter attendant when preparing the counter for serving by placing a "✓" in front of each correct statement below.
 - ___ a. Clean silver should be placed in one big container so the customers may pick out the utensils they need.
 - ___ b. Napkin holders should be filled with napkins.
 - ___ c. The cold table should be filled with cold water.
 - ___ d. Heaters must be turned on before food is brought to the serving area.
 - ___ e. Water is usually left in the steam tables and will not need to be checked.
 - ___ f. Clean wiping cloths should be placed along the serving line.
 - ___ g. Menu boards are prepared by the cooks and will not need to be changed.
 - ___ h. Dishes may be brought to the serving line as needed during serving.
 - ___ i. Coffee should be prepared well in advance of serving time.
 - ___ j. Serving utensils will come out with the pans of food so additional utensils are not necessary.
2. Explain the preparation necessary for each of the following stations prior to serving time.
 - a. salad bar
 - b. steam table
 - c. tray and flatware table

3. Answer each of the following questions concerning the arrangement of the counter.

- a. How should silverware be arranged on the counter?
- b. How are the dishes of salad arranged at the salad bar?
- c. Where should new dishes be placed as the filled ones are removed by the customer?
- d. Why should food be scraped from the sides of the pans as they are emptied?
- e. When is the menu board changed?
- f. When should the kitchen and the runner be notified for additional supplies for the counter?

COUNTER ATTENDANT

TEST--PART 5

1. Explain the procedure for counter service.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
2. Complete the following statements by writing in the correct word or terms.
 - a. Always handle flatware by the _____.
 - b. Always serve food dishes from the _____ side of the guest, and beverage items from the _____.
 - c. To insure that customers are served food that is the correct temperature, be sure to pick up the orders _____.
 - d. _____ items are placed in the center of the serving tray.
 - e. The customer's order should be taken to the _____.
 - f. The only time a food server should reach in front of a customer to serve another is when serving in a _____.
3. What are some of the signs to show you that the customer is ready to leave?
 - a.
 - b.
 - c.

COUNTER ATTENDANT

TEST--PART 6

1. Select the tools used in portioning foods from the list by circling the letters in front of the correct answers.
 - a. Spatula
 - b. Whip
 - c. Scoop
 - d. Meat cleaver
 - e. Ladle
 - f. Rubber scraper
 - g. Large spoon
2. Explain how you would portion each of the following desserts.
 - a. Soft desserts
 - b. Cakes
 - c. Pies
 - d. Fruit
3. List the general rules to be followed with each of the situations given below.
 - a. You are asked to portion a food item and do not know what weight or measure is to be used.

II-84

- b. A customer asks for a larger portion than is called for by the restaurant's portioning sheet.

COUNTER ATTENDANT

TEST--PART 7

Explain the drink preparation process by answering the following questions.

1. The three ways of preparing coffee are
 - a.
 - b.
 - c.
2. The procedures used in preparing brewed and instant tea are
 - a. brewed--
 - b. instant--
3. List the supplies necessary on the counter used in preparing soft drinks.
 - a.
 - b.
 - c.
4. What gas is used in soft drink preparation?
5. Where are the lines connected that come from the gas tank and fountain?

6. How much crushed ice should be placed in each cup before filling with soft drink?
7. When should lids be placed on soft drink cups?
8. How should the cups be handed to the customer?
9. How often should the counter be resupplied with drink preparation supplies?
10. What sizes of drink cups are used at your work station?
11. What is the difference between a milk shake and a malt?

COUNTER ATTENDANT

TEST--PART 8

1. Point out the responsibilities of the counter attendant when cleaning the counter by placing a "✓" in front of each.
 - ☐ a. Foods should be removed from the counter at the end of the day.
 - ☐ b. Pour out unsold drinks in glasses or cups.
 - ☐ c. Stack bread on the counter.
 - ☐ d. Drain the steam tables once a month.
 - ☐ e. Clean the steam table tops with a warm detergent solution.
 - ☐ f. Remove the glass shelves and send them to the dishwasher.
 - ☐ g. Clean tray rails on top and bottom.
 - ☐ h. Place soapy water in the coffee urn and drink dispenser and leave it overnight.
 - ☐ i. Rinse the inside of coffee urns with clean warm water.
 - ☐ j. Clean food containers only if there will be a different food in them the next day.
2. Select the correct cleaning procedures for (1) general cleaning, (2) fingerprint removal, and (3) removal of scale or hard water film from stainless steel. Write 1, 2, or 3 in front of the procedure to which each applies.
 - ☐ a. Use scouring powder for hard-to-remove spots.
 - ☐ b. Brush on a mild solution of acid type cleaner on the surfaces.
 - ☐ c. Use water softener in the water.
 - ☐ d. Add rinsing agents to the rinse water.
 - ☐ e. Wipe on a clear mineral oil.
 - ☐ f. Use a warm detergent solution.
 - ☐ g. Allow the cleaner to set for 15 minutes.

3. Select cleaning standards by circling the letter in front of each correct statement.
- a. Dishes should be removed from storage bins and plate warmers and the shelves cleaned.
 - b. Bread storage areas should be cleaned often.
 - c. Drawers are dustproof and should not be cleaned.
 - d. Ice cream and containers should be removed from the freezer compartment for cleaning.
 - e. Racks, counter edges, and other places that are not easily noticed do not need cleaning.
 - f. Trays in overflow areas of drink dispensers need to be removed and cleaned daily.

Section III

DINING ROOM ATTENDANT

DOT NO. 311.677-018

CONTENTS

DINING ROOM ATTENDANT--COORDINATOR'S GUIDE

Progress Chart

Suggested Teaching Procedures for the Coordinator	III-T 1
Answers to Assignment Sheets	III-T 5
Answers to Tests	III-T 9
Job Description and Alternate Titles	III- 1
Objective Sheet	III- 3

Information and Assignment Sheets

Information Sheet 1--Terms and Definitions	III- 5
Assignment Sheet 1--Terms	III- 7
Assignment Sheet 2--Choosing the Correct Word	III- 9
Information Sheet 2--Work Attitudes	III- 11
Assignment Sheet 3--Demonstrate Good Work Attitudes	III- 13
Assignment Sheet 4--Rate Your Work Attitude	III- 15
Information Sheet 3--General Safety	III- 17
Assignment Sheet 5--Draw a Safety Poster	III- 19
Assignment Sheet 6--Safety Methods	III- 21
Information Sheet 4--Busing Duties	III- 23
Assignment Sheet 7--Busing and Stocking Duties	III- 25
Information Sheet 5--Cleaning Duties	III- 27
Assignment Sheet 8--Cleaning Procedures	III- 31
Information Sheet 6--Preparing Drinks	III- 33
Assignment Sheet 9--Explain Drink Preparation	III- 37
Assignment Sheet 10--Solve Drink-Making Situations	III- 39
Test	III- 41

Progress Chart for

DINING ROOM ATTENDANT

Name _____

D.O.T. #311.677-018

School _____

Date
Completed

INFORMATION SHEET 1	TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	DINING ROOM TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 2	CHOOSING THE CORRECT WORD	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used when working as a dining room attendant.	
INFORMATION SHEET 2	WORK ATTITUDES	
ASSIGNMENT SHEET 3	DEMONSTRATE GOOD WORK ATTITUDES	
ASSIGNMENT SHEET 4	RATE YOUR WORK ATTITUDE	
Test	Part 2	
OBJECTIVE	Demonstrate good work attitudes towards customers and other employees.	
INFORMATION SHEET 3	GENERAL SAFETY	
ASSIGNMENT SHEET 5	DRAW A SAFETY POSTER	
ASSIGNMENT SHEET 6	SAFETY METHODS	
Test	Part 3	
OBJECTIVE	Identify the correct safety practices to be followed while working in the dining room.	
INFORMATION SHEET 4	BUSING DUTIES	
ASSIGNMENT SHEET 7	BUSING AND STOCKING DUTIES	
Test	Part 4	
OBJECTIVE	Point out the busing duties to be performed by the dining room attendant.	
INFORMATION SHEET 5	CLEANING DUTIES	
ASSIGNMENT SHEET 8	CLEANING PROCEDURES	
Test	Part 5	
OBJECTIVE	Explain the correct standards and procedures for cleaning the dining room and kitchen area.	

		Date Completed
INFORMATION SHEET 6	PREPARING DRINKS	
ASSIGNMENT SHEET 9	EXPLAIN DRINK PREPARATION	
ASSIGNMENT SHEET 10	SOLVE DRINK-MAKING SITUATIONS	
Test	Part 6	
OBJECTIVE	Explain the drink preparation process.	

This student has completed the indicated training under my supervision.

Instructor

DINING ROOM ATTENDANT

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective Sheet

- A. Discuss each specific objective with the student.
- B. Explain the relationship of each to the training station.
- C. Have the student complete the objectives in the most logical sequence for the training station.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year or an employer requests training in a specific area.)

- D. Add additional objectives necessary for the training station.

II. Answers to assignment sheets

- A. Some of the assignment sheets will vary according to the training and should be graded individually.
- B. Some assignment sheets will not have specific answers but will depend on student participation.

III. Answers to the test

- A. Answers are based on total information covered in the study guide.
- B. For convenience of grading, make corresponding answer sheets for additional test parts added.

IV. Information and corresponding assignment sheets

(NOTE: If the student has job responsibilities at the counter, have the student complete the counter attendant study guide.)

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

- 1. This information sheet may be used as a glossary.
- 2. Use the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 1--DINING ROOM TERMS AND DEFINITIONS

- (1) Have the student add any other terms not included on the information sheet that are used at the work station.

- (2) Have the student make flash cards using the terms and definitions.

b. ASSIGNMENT SHEET 2--CHOOSING THE CORRECT WORD

(NOTE: Have the student develop similar word puzzles to reinforce this terminology.)

3. Have the student develop crossword puzzles using the terms and definitions.

B. INFORMATION SHEET 2--WORK ATTITUDES

1. Use the following information sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 3--DEMONSTRATE GOOD WORK ATTITUDES

- (1) Have the student role-play situations of good and poor work attitudes.
- (2) Have the student relate experiences in dealing with customers on the work station.

b. ASSIGNMENT SHEET 4--RATE YOUR WORK ATTITUDE

2. Have the student observe the work attitude of others at the work station or school cafeteria. Discuss which qualities are good and what improvements could be made.
3. Discuss in class how to handle specific complaints from customers.
4. Encourage the student to participate in classroom discussions or role-playing exercises to build upon the student's ability to communicate and deal with people.

C. INFORMATION SHEET 3--GENERAL SAFETY

1. Use the following information sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 5--DRAW A SAFETY POSTER

- (1) Display the better safety posters on the job or school bulletin board.
- (2) Provide examples for the student to get ideas from.
- (3) Have a safety poster contest and allow a panel of students to judge them.
- (4) Provide materials needed for this project.

b. ASSIGNMENT SHEET 6--SAFETY METHODS

- (1) Have the student add additional unsafe practices which take place on the job to the list.
 - (2) Assist the student in contacting U.S. Agencies for safety information.
2. Have the student discuss causes of accidents that have occurred at the work station.
 3. Have the student develop safety rules for each piece of equipment on the job.

D. INFORMATION SHEET 4--BUSING DUTIES

1. Use ASSIGNMENT SHEET 7--BUSING AND STOCKING DUTIES to reinforce this area of information.

(NOTE: Have the student describe the busing duties used at the work station.)
2. Have the student visit a nearby fast food restaurant to compare the procedures used to replenish supplies at a similar station to the student's work station.
3. Have the student demonstrate how to prepare the table for new customers by clearing the table and replacing all table accessories to their proper place.

E. INFORMATION SHEET 5--CLEANING DUTIES

1. Use ASSIGNMENT SHEET 8--CLEANING PROCEDURES, to reinforce this information area.
2. Have the student list or describe other cleaning responsibilities performed at the work station.

F. INFORMATION SHEET 6--PREPARING DRINKS

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 9--EXPLAIN DRINK PREPARATION

(NOTE: This assignment may be used as a quiz over drink preparation.)
 - b. ASSIGNMENT SHEET 10--SOLVE DRINK-MAKING SITUATIONS

(NOTE: Allow students working in the same jobs to work on this assignment in groups in order to stimulate discussion.)

2. Provide drink-making equipment from the school cafeteria or mock-ups for the student to explain the use of the equipment to the class.
3. Have the student write the preparation procedure for any other drinks not covered in this information area that are used at the work station.

V. Test

- A. The test is divided into six parts.
 1. Each part covers one information sheet.
 2. Each part uses various methods of testing.
- B. Various approaches may be used in testing.
 1. Give each part of the test after the student has completed the information in one information area or sheet.
 2. Give the entire test upon completion of the study guide and assignments.
 3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.
- C. Add test parts corresponding to any information areas or sheets added to the study guide.

VI. References:

- A. Food Services - CVAE. Lubbock, Texas: Texas Tech University, Home Economics Instructional Materials Center, n.d.
- B. Hospital Research and Educational Trust. Training the Food Service Worker. Bowie, Maryland: Robert J. Brady Company, n.d.
- C. Food Service: Production and Service. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, Inc., n.d.

DINING ROOM ATTENDANT

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET 1

- A. 1. Side work
 2. Accessories
 3. Dumpster
 4. Station
 5. Tongs
 6. Spillage
 7. Condiment
 8. Courtesy
 9. Manager
 10. Uniform
- B. 1. Busing
 2. Customer, accident
 3. High chair, booster chair
 4. Managing
 5. Immaculate
 6. Spillage
- C. Evaluated to the satisfaction of the instructor

ASSIGNMENT SHEET 2

B	U	S	I	N	G	A	B	C	D	E	H	F	G	H	I	J	K
L	N	A	C	C	I	D	E	N	T	M	I	N	O	P	Q	R	S
W	I	F	P	O	R	T	I	O	N	Z	T	A	R	E	E	N	T
V	F	E	Z	A	B	C	D	E	F	G	H	I	J	K	A	A	T
U	O	T	B	C	D	E	F	G	H	I	C	J	K	L	L	B	U
T	R	Y	A	C	D	E	E	F	G	H	T	H	J	K	M	C	V
S	M	Y	N	I	C	U	R	E	T	Y	A	Z	L	N	N	D	W
R	Y	C	Z	B	V	W	S	T	A	T	I	O	N	O	O	E	X
B	O	O	S	T	E	R	C	H	A	I	R	A	M	P	P	F	Y
Q	Z	N	M	A	N	A	G	E	R	S	O	R	N	Q	Q	G	Z
P	W	D	T	G	I	E	T	A	G	I	B	O	R	R	H	A	A
S	P	I	L	L	A	G	E	P	Q	R	J	C	P	S	S	I	B
A	V	M	P	E	R	S	O	N	A	L	S	E	R	V	I	C	E
N	U	E	Y	A	U	H	O	H	I	G	H	C	H	A	I	R	C
I	T	N	X	Z	T	G	N	U	T	S	D	U	Q	T	X	K	D
T	S	T	O	N	G	S	F	M	L	K	E	T	R	U	C	L	E
A	B	A	C	T	E	R	I	A	E	D	W	I	S	V	H	M	F
T	D	U	M	P	S	T	E	R	O	X	O	C	X	W	A	N	G
I	C	O	U	R	T	E	S	Y	W	U	R	L	U	T	N	O	H
O	A	T	T	O	A	N	K	E	N	T	K	E	R	Q	G	P	I
N	I	M	M	A	C	U	L	A	T	E	O	N	M	L	E	K	J

III-T6

ASSIGNMENT SHEET 3-5

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 6

A. Answers might include the following:

1. Careless work habits
2. Torn carpet
3. Water leakage
4. Wearing unsuitable shoes
5. Spillage
6. Damaged floor tiles
7. Slick floors
8. Smoldering cigarettes put in with trash
9. Incorrect lifting of heavy objects

B. The new employee should be told the unsafe practices of employees and unsafe work situations that might cause accidents, as well as the job safety rules and safety procedures to be used on the job.

C. & D. Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 7

A. Answers should include the following:

1. Chair seats
2. Condiment servers
3. Ashtrays
4. Counters
5. High chairs
6. Booster chairs

B. Brush crumbs from the table onto a tray or dust pan--never onto the floor.

C. Condiment containers should be wiped with a damp cloth and replaced to their proper location on the table.

D. Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 8

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET 9

A. Description should include two of the following methods:

1. Urn type
2. Individual pot type
3. Freeze-dried

B. 1. Brewed tea
2. Instant

C. This answer will vary for different training stations, but the basic directions are as follows:

1. Select the proper-sized cup requested by the customer.
2. Fill the cup 3/4 full with crushed ice.
3. Hold the cup under the spout of the selected drink and press the release lever.
4. Place a lid or straw on the drink at the customer's request.
5. Keep the counter stocked with cups, ice, and other materials that are used by the customer.

D. 185° and 190°

I. 5

E. CO₂

J. Watery

F. Urn

K. Lids

G. Ice

L. As they are taken by the customer.

H. 2 ½

ASSIGNMENT SHEET 10

Answers will vary for different training stations, but should include the following basics:

- A. The tanks should be securely fastened to the wall or drink machine.
- B. The ice melts, making the drinks watery.
- C. The syrup tank's fittings are marked with an "IN" for the CO₂ line and an "OUT" for the line to be connected to the fountain.
- D. The lids may come off and you should not handle the drinking surface of a cup.
- E. Answers will vary according to the work station.

DINING ROOM ATTENDANT

ANSWERS TO TESTS

PART 1

- | | | | | |
|------|------|------|-------|-------|
| 1. m | 4. i | 7. n | 10. j | 13. h |
| 2. b | 5. f | 8. c | 11. a | 14. k |
| 3. e | 6. g | 9. o | 12. d | 15. l |

PART 2

1. a. (1) Show enthusiasm for your job.
(2) Be courteous and considerate with customers and other employees.
(3) Be pleasant at all times, even when others are unpleasant.
(4) Cooperate in working with others.
- b. A pleasant, cheerful attitude helps make the customers more comfortable.
- c. When customers make requests, fill them promptly or alert the waiter/waitress of the customer's needs.
2. a. Courteous, considerate
b. Promptly, quietly, sanitary
c. Clean, unwrinkled
d. Flashy jewelry, nail polish
e. Promptly, waiter/waitress
f. Pride

PART 3

1. a. ✓ d. ✓ g. j. ✓
b. e. ✓
c. f. h. i. ✓
2. Report them to the manager.
3. a. Safety f. Immediately
b. Manager g. Shoes
c. Wet (or slick), unsafe h. With trash or other paper
d. Dry i. Report, manager
e. Sign

PART 4

1. a. Ice bin
b. May include: salt, pepper, sugar, catsup, mustard, relish, ice
c. Straws, lids, or napkins
d. Unload and store
2. a, d, g, j, l

PART 5

- | | |
|------------------------------------|-----------------|
| 1. a. Tables, counters, and chairs | d. Garbage cans |
| b. Condiment | e. Plastic bags |
| c. High chairs, booster chairs | |

- f. Sweeps, mops, carpets
 - g. Cleans, polishes
 - h. Work tables, counters, appliances
 - i. Dumpster
 - j. Clean, well stocked
2.
 - a. Remove all dirty dishes and serving equipment to the kitchen.
 - b. Throw away all left over drinks.
 - c. Put all remaining uncooked food and food supplies in proper storage.
 - d. Wipe off all tables, counters, and chairs with a warm, soapy solution.
 - e. Clean the outside of the drink dispenser with a detergent solution.
 - f. Clean the coffee urn.
 - g. Wash work tables, counters, meat blocks, and the surfaces of all large equipment with a warm detergent solution.
 - h. Clean small kitchen appliances and utensils.
 - i. Clean and mop floors with a sanitizing solution.
 - j. Empty trash and garbage cans into the outside dumpster and hose or steam clean as needed.

PART 6

1.
 - a. Urn
 - b. Freeze-dried
 - c. Individual pot type
2.
 - a. Brewed
 - (1) Check equipment for cleanliness.
 - (2) Fill a pot with the amount of water needed to make tea.
 - (3) Place the pot of water on the burner and bring to a boil.
 - (4) Place the bags in a container that will hold all the water.
 - (5) Pour the water over the bags.
 - (6) Allow the tea to simmer to 5 minutes.
 - (7) Serve the tea as requested.
 - b. Instant
 - (1) Check equipment for cleanliness.
 - (2) Read directions on the jar of instant tea.
 - (3) Place the proper measure of tea in an eight-ounce cup.
 - (4) Add cold water and stir.
 - (5) Serve as requested.
3.
 - a. Cups
 - b. Straws
 - c. Lids
4. CO₂
5. The gas tank line is connected to an "IN" valve and the fountain line to the "OUT" valve on the syrup can or tank.
6. 3/4 cup
7. As the supplies are removed by the customer.
8. Sizes will vary according to the training station.
9. As often as needed.
10. Answers will vary according to the training station.

DINING ROOM ATTENDANT

DOT NO. 311.677-018

Performs any combination of the following duties to facilitate food service:

1. Carries dirty dishes from dining room to kitchen.
2. Replaces soiled table linens and sets tables with silverware and glassware.
3. Replenishes supply of clean linens, silverware, glassware, and dishes in the dining room.
4. Supplies service bar with food, such as soups, salads, and desserts.
5. Serves ice water and butter to patrons.
6. Cleans and polishes glass shelves and doors of service bars and equipment.
7. Makes coffee and fills drink dispensers.
8. Runs errands and delivers food orders.

Alternate Titles

Clean-up Helper
Counter Dish Carrier
Glass Washer and Carrier
Room Service Attendant
Table Setter
Water Server

DINING ROOM ATTENDANT

STUDY GUIDE OBJECTIVE

After completion of this study guide, the student will be able to perform the procedures and responsibilities required of a dining room attendant in a fast food restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing the study guide test.

SPECIFIC OBJECTIVES

After completion of this study guide the student will be able to:

1. Select the correct terminology to be used when working as a dining room attendant.
2. Demonstrate good work attitudes towards customers and other employees.
3. Identify the correct safety practices to be followed while working in the dining room.
4. Point out the bussing duties to be performed by the dining room attendant.
5. Explain the correct standards and procedures for cleaning the dining room and kitchen area.
6. Explain the drink preparation process.

DINING ROOM ATTENDANT

INFORMATION SHEET 1--TERMS AND DEFINITIONS

- A. Spillage--Any food or liquid dropped on a table, seat, floor, or tray.
- B. Sanitation--Keeping all areas clean and free of any germs.
- C. Condiments--Any seasoning used to bring out the flavor in food.
- D. Busing--Taking dirty dishes to the proper place; cleaning tables, chairs, ashtrays; returning condiments to the proper place; cleaning spills.
- E. Tongs--Tool used to pick up food.
- F. Cracked dish or glass--A split or partial break in a dish or glass.
- G. Practice of safety--Watching for activities or equipment that could cause harm.
- H. Customer accident--Any action where the customer is physically harmed, has clothes ruined, or is embarrassed.
- I. Uniform--The clothing worn by the dining room attendant.
- J. Station--Assigned group of tables or counter stools.
- K. Booster chair--A small seat used by small children that is placed on a regular chair or booth seat to help the child reach the table.
- L. High chair--A chair with a tray attached that is used for babies who can sit alone and can be placed at the end or side of the table.
- M. Personal service--The help given by the dining room attendant to assist the customer.
- N. Side work--Work done in addition to regular duties.
- O. Courtesy--Consideration, respect, cooperation, and generosity toward others.
- P. Personal appearance--The way one looks to the customer.
- Q. Special food--Any food that has to be especially prepared for a customer.
- R. Additional food--Extra food that the employee gets for the customers.
- S. Manager--The person who supervises the employees.

- T. Immaculate--Spotlessly clean.
- U. Bacteria--A very small germ that could cause disease or odor.
- V. Drink dispenser--A machine which will provide a person various types of drinks.
- W. Coffee urn--The machine, which sits on the counter, in which the coffee is brewed and served.
- X. Resupply(Replenish)--To furnish food and materials to the area or station as the food and utensils are taken by the customer.
- Y. Portion--The amount of food served to the customer.
- Z. Serving procedure--The method used to get food to the customer.
- AA. Accessories--Things that are added for convenience or decoration.
- AB. Dumpster--Large outside trash container.
- AC. Infrared lamp--Used to keep food warm.
- AD. Menu board--A sign or board which lists the types and prices of foods.
- AE. Take-out food--Food prepared and purchased for the purpose of eating at another location.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 1--TERMS

Directions: Complete the following questions relating to dining room terminology.

A. Supply the terms for the following definitions.

1. Duties in addition to table service. _____
2. Things that are added for convenience or decoration.

3. Large outside trash containers. _____
4. Assigned group of tables or counter stools. _____
5. A tool used to pick up food. _____
6. Any food or liquid dropped on a table, floor, or tray.

7. Any seasoning used to bring out the flavors in food.

8. Consideration, respect, cooperation and generosity toward others. _____
9. The person who supervises the employees. _____
10. The clothing worn by the dining room attendant. _____

B. Fill in the blanks.

1. The process of removing dirty dishes and cleaning tables and chairs is called _____.
2. When food is spilled on a diner's clothing, the "incident" is called a _____.
3. A _____ chair stands by itself, while a _____ chair is placed on the seat. Both are used for small children.
4. The act of supervising employees to follow assignments and duties is called _____.
5. Another word for "spotlessly clean" is _____.
6. _____ is the term used for any food or liquid dropped onto the floor, table, counter, or seat.

- C. Which of the items on the terms and definitions information sheet are you familiar with at the restaurant where you work? List each term and your duties related to it.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 2--CHOOSING THE CORRECT WORD

Directions: Find the following list of words associated with dining room attendant in the Word Search game. Some of the words are across and some are up and down.

busing
accident
condiment
high chair
dumpster
station

booster chair
manager
safety
spillage
personal service
tongs

bacteria
courtesy
immaculate
sanitation
uniform
portion

B	U	S	I	N	G	A	B	C	D	E	H	F	G	H	I	J	K
L	N	A	C	C	I	D	E	N	T	M	I	N	O	P	Q	R	S
W	I	F	P	O	R	T	I	O	N	Z	T	A	R	E	E	N	T
V	F	E	Z	A	B	C	D	E	F	G	H	I	J	K	A	A	T
U	O	T	B	C	D	E	F	G	H	I	C	J	K	L	L	B	U
T	R	Y	A	C	D	E	E	F	G	H	T	H	J	K	M	C	V
S	M	Y	N	I	C	U	R	E	T	Y	A	Z	L	N	N	D	W
R	Y	C	Z	B	V	W	S	T	A	T	I	O	N	O	O	E	X
B	O	O	S	T	E	R	C	H	A	I	R	A	M	P	P	F	Y
Q	Z	N	M	A	N	A	G	E	R	S	O	R	N	Q	Q	G	Z
P	W	D	T	G	I	E	T	A	G	I	B	O	R	R	H	A	A
S	P	I	L	L	A	G	E	P	Q	R	J	C	P	S	S	I	B
A	V	M	P	E	R	S	O	N	A	L	S	E	R	V	I	C	E
N	U	E	Y	A	U	H	O	H	I	G	H	C	H	A	I	R	C
I	T	N	X	Z	T	G	N	U	T	S	D	U	Q	T	X	K	D
T	S	T	O	N	G	S	F	M	L	K	E	T	R	U	C	L	E
A	B	A	C	T	E	R	I	A	E	D	W	I	S	V	H	M	F
T	D	U	M	P	S	T	E	R	O	X	O	C	X	W	A	N	G
I	C	O	U	R	T	E	S	Y	W	U	R	L	U	T	N	O	H
O	A	T	T	O	I	N	K	E	N	T	K	E	R	Q	G	P	I
N	I	M	M	A	C	U	L	A	T	E	O	N	M	L	E	K	J

DINING ROOM ATTENDANT

INFORMATION SHEET 2--WORK ATTITUDES

- I. Ways of displaying proper work attitudes
 - A. Show enthusiasm for your job.
 - B. Be courteous and considerate with customers and other employees.
 - C. Be pleasant at all times, even when others are unpleasant.
 - D. Cooperate in working with others.
 - E. Do your work promptly, quietly, and in a sanitary manner.
 - F. Show pride in your work.
- II. Making your appearance fit your work.
 - A. Good grooming is essential because the dining room attendant is constantly in the view of the customers.
 - B. Start the day with a clean, unwrinkled uniform.

(NOTE: If your uniform becomes very soiled during the day, change to a clean one.)
 - C. Be neat and clean.
 - D. Have a friendly smile and a pleasant manner.
 - E. Avoid flashy jewelry or nail polish.
- III. Dealing with customers.
 - A. A pleasant, cheerful attitude helps make the customers feel comfortable.
 - B. Be willing to help customers.
 - C. When customers make requests, fill them promptly or alert the waiter/waitress of the customer's needs.
 - D. If customers have a complaint or a suggestion, report it to the head waiter or manager immediately.
 - E. Provide a high chair or booster chair for customers with small children.
 - F. Refill water glasses, coffee cups, and iced tea as needed.

(NOTE: Stand at the right side of the customer to fill glasses or cups.)

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 3--DEMONSTRATE GOOD WORK ATTITUDES

Directions: Relate personal experiences in answering each of the following questions. Give examples of both good and poor work attitudes.

- A. Explain how customers should be treated by the bus person.
- B. What are some of the requests that customers have made to you at the work station?
- C. Explain how you would handle the situation if a customer complained to you about slow service.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 4--RATE YOUR WORK ATTITUDE

Directions: Rate yourself on each statement below. Place a check in the block that best answers the question. Total your score.

	Always	Sometimes	Never
A. Do you wear a smile?			
B. Do you greet <u>every</u> customer in a friendly way?			
C. Do you cooperate in working with others?			
D. Are you neat and well groomed?			
E. Do you show pride in your work?			
F. Do you assist other employees?			
G. Are you courteous and tactful with the complaining customer?			
H. Do you speak to the customers with confidence?			
I. Do you provide service beyond that required?			
J. Do you enjoy dealing with people?			
SUBTOTAL			
TOTAL			

Rating

70-100 You have a good work attitude.
 50-70 You need to improve weak areas.

DINING ROOM ATTENDANT

INFORMATION SHEET 3--GENERAL SAFETY

I. Causes of accidents

A. Unsafe practices of employees

1. Careless stacking of dishes on a tray.
2. Failure to clean food, drink, or ice spills immediately.
3. Moving around too fast.
4. Wearing unsuitable shoes.
5. Dumping smoldering cigarettes along with paper trash into garbage cans.
6. Failure to report unsafe conditions.
7. Careless work habits.
8. Incorrect lifting of heavy objects.

B. Unsafe work situations

1. Damaged floor tile or carpet.
2. Water leakage in work area.
3. Broken tables or chairs.
4. Wires or cords across passage ways.
5. Slick floors.

EXAMPLES: Unmopped spills, wet from mopping, or waxed floors.

II. Job safety rules

- A. Learn the safety information given to you at work.
- B. Ask your supervisor about safety practices.
- C. Check floors and carpet for damage.
- D. Dry floors after cleaning up spills.
- E. Post signs on wet floors.
- F. Clean up spills immediately.
- G. Wear proper work shoes.

H. Wear gloves when cleaning up glass.

I. Report any broken or defective equipment.

III. Safety procedures for using bus carts and hand carts.

A. Be alert near swinging doors, corners, and congested areas.

B. When using carts or carrying loaded trays, watch where you are going.

C. Back through the door to the kitchen or dishroom and pull the cart after you.

IV. Body mechanics

A. Lifting heavy containers of food or supplies may lead to injuries if not done correctly.

1. Place your feet about 12 inches apart.

2. Squat close to the object to be lifted.

3. Keep your back as straight as possible.

4. Lift by pushing up with your leg muscles.

B. When carrying objects, keep the load close to the body.

C. Never carry loads so high that vision is blocked.

D. Put the load down by reversing the procedure.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 5--DRAW A SAFETY POSTER

Directions: Using one or more of the ideas below, draw a safety poster. Use cut-outs from magazines or newspapers to help explain the situation. Use poster board or a full sheet of paper.

- A.
 - 1. Show a typical accident.
 - 2. Design a safety slogan.
 - 3. Show how to prevent an accident.
- B. List the dangerous procedures or places at your training station and point out ways to correct them.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 6--SAFETY METHODS

Directions: Complete each of the following as they relate to safety on your training station.

- A. List things you as a bus person might do that could cause an accident?

- B. If you were training a new employee to take over your job, what main points would you be sure to mention about safety?

- C. Look at the rules for job safety on your information sheet.
 - 1. Which seem least important on your job and why?
 - 2. Which seem most important and why?
 - 3. Which ones have been discussed at work?

- D. Prepare a poster to show the class what you consider the most important precaution for safety.

DINING ROOM ATTENDANT

INFORMATION SHEET 4--BUSING DUTIES

I. Serving the customer

- A. Pick up the customer's order at the window or counter.
- B. Check the tray with the order form to make sure it is correct.
- C. Deliver the tray to the customer's table.
- D. Ask the customer if there is anything else needed.
- E. Leave the table.
- F. Check back with the customer to see if you can bring additional food, drinks, or dessert.

II. Clearing tables

- A. Clear tables as quietly and quickly as possible.
- B. Remove all paper products from the table onto a tray.
- C. Clean the table and chair seats by wiping with a damp cloth.

(NOTE: Be careful not to brush crumbs onto the floor.)
- D. Clean all condiment servers with a damp cloth and replace them to their proper location on the table or counter.
- E. Empty ashtrays and clean with a damp cloth used only for that purpose.

(NOTE: Some fast food restaurants provide disposable ashtrays that are thrown away when dirty and replaced with a new one.)

(CAUTION: Do not put smoldering cigarettes or matches in with paper trash.)

- F. Throw away all paper products in trash containers, clean off trays, and return them to the serving counter.
- G. Clean the floor around the table by picking up crumbs, spilled food, or anything else that is noticeable.

(NOTE: If liquid spillage has occurred, it should be mopped up immediately.)

- H. If high chairs or booster chairs have been used, they should be sponged off and returned to their proper place.

III. Cleaning the side stand (or self-service counter)

- A. Make sure beverage dispensers and ice bin are kept clean.
- B. Wipe off condiment containers and replace them to their proper place.
- C. Wipe up any spills.

IV. Stock dining room and service area

- A. Keep the beverage station filled with fresh coffee and other drinks.
- B. Keep the ice bin supplied with fresh ice.
- C. Condiment servers and other items used by customers such as straws, napkins, individual salt and sugar packets, and plastic utensils should be refilled as needed between customers and at the end of the work shift.

V. General supplies

- A. Transfer large jars, cans, and boxes of condiments and table accessories from the storage area to the work area.
- B. Unload deliveries to the restaurant and put in storage for future restocking.
- C. Supply restrooms with paper towels and tissue.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 7--BUSING AND STOCKING DUTIES

Directions: Complete each of the following questions as they relate to busing and stocking duties of the dining room attendant.

- A. What else, besides tables, should you sponge off with a damp cloth?
- B. When cleaning a table, what should you do with food crumbs?
- C. In preparing a table for the next customers, what should be done about any condiment containers that belong on the table?
- D. List the stocking duties performed at the work station.

DINING ROOM ATTENDANT

INFORMATION SHEET 5--CLEANING DUTIES

I. Premeal clean-up

- A. See that any heavily traveled areas are free of obstruction.
- B. Put away any type of preparation equipment not needed during meal hours.
- C. Check to see that restrooms are clean and well stocked.
- D. Sweep and mop floors if needed.
- E. Pick up any trash around the outside of the restaurant.
- F. Clean and polish entrance doors and doorknobs.
- G. Clean all glass surfaces around the dining room.

II. Cleaning duties to be performed during the day.

A. Dining and service area

- 1. Sponge off all tables, counters, and chairs.
- 2. Empty and clean all ashtrays on tables and counters and return them to their proper place.
- 3. Wipe off all condiment containers.
- 4. Clean beverage containers and equipment.
- 5. Wipe up all spills immediately.
- 6. Sponge off all high chairs and return them to the proper place.
- 7. Remove all dirty dishes to the kitchen.
(NOTE: Throw away all paper products.)
- 8. Empty all trash and garbage containers in the dining area into the larger can in the kitchen or the dumpster outside. Hose out cans if needed. Dispose of the bag in garbage cans, and replace with a new bag.
- 9. Sweep or mop floors and vacuum carpets as needed during serving hours and after closing.

B. Kitchen and equipment

1. Wash work tables, counters, and appliances.
2. Sweep and mop floors as needed.
3. Empty trash cans into the dumpster or other outside container.

III. General cleaning duties

A. Cleaning stainless steel surfaces

1. Warm detergent solutions should be used for routine cleaning on exterior surfaces of equipment.
2. All surfaces should be rinsed with warm water and wiped dry with a clean cloth.

(NOTE: Rinsing agents may be added to the rinsing water to prevent spotting.)

3. Use scouring powder to clean hard-to-remove spots.

(NOTE: Rub in the same direction of the polish lines on the surfaces to preserve the finish.)

B. Removing fingerprints on equipment

1. Wipe on clear mineral oil or other cleaners that will leave a thin oily film.
2. Remove excess cleaner with a clean dry cloth.
3. Wipe surfaces occasionally to remove accumulated fingerprints.

IV. Closing responsibilities

A. Dining area

1. Remove all dirty dishes and serving equipment to the kitchen.
2. Throw away all left over drinks.
3. Put all remaining uncooked food and food supplies in proper storage.
4. Wipe off all tables, counters and chairs with a warm soapy solution.
5. Clean the outside of the drink dispenser with a detergent solution.

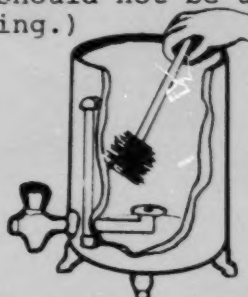
(NOTE: Trays or racks on overflow areas should be removed and cleaned.)

6. Rinse the inside of coffee urns with clean water.

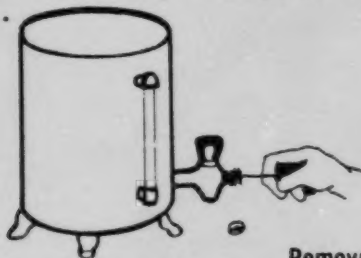
- a. An urn brush may be used to scrub the inside of the coffee urn.

(NOTE: This brush should not be used for any other cleaning.)

Cleaning interior surface of urn



- b. A spoonful of baking soda or commercial cleanser used once a week will get rid of bitter taste that often builds up in coffee equipment.
- c. Always rinse thoroughly to remove any cleaners.
- d. Clean the faucets and glass gauges with small brushes.



Cleaning faucet and gauge glass with slender brush

Remove threaded cap at end of faucet

B. Kitchen and equipment

1. Wash work tables, counters, meat blocks and the surfaces of all large equipment with a warm detergent solution.
2. Clean small kitchen appliances and utensils.
3. Sweep and mop floors with a sanitizing solution.
4. Empty trash and garbage cans into the outside dumpster.
5. Steam clean or hose garbage cans and return them to their proper place.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 8--CLEANING PROCEDURES

- A. Which of the kitchen and equipment cleanup tasks listed on the information sheet do you do on your job?
- B. What are your specific cleanup duties regarding the following:
1. Trash and trash cans
 2. Beverage station
 3. Condiments and condiment station
 4. Ashtrays
 5. Booster and high chairs
 6. Floors
 7. Restrooms
 8. Entrance ways
 9. Windows
 10. Outside grounds

DINING ROOM ATTENDANT

INFORMATION SHEET 6--PREPARING DRINKS

I. Preparing coffee

A. Urn type

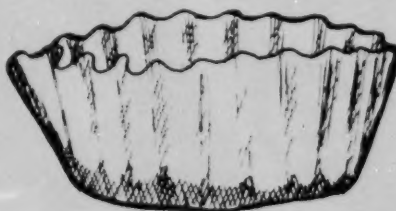
1. Check all equipment for cleanliness.
2. Measure the correct amount of coffee into the filter.
(NOTE: Approximately one pound of coffee to two and one-half gallons of water.)
3. Spread the coffee evenly over the filter.
4. Pour hot water in a circular motion over all of the coffee grounds.



5. Remove the grounds in the filter when the water has dripped through.
6. Keep the temperature of the coffee between 185° and 190°.

B. Individual pot type

1. Check equipment for cleanliness.
2. Place a filter in the filter holder.



COFFEE FILTER

3. Place the correct amount of coffee evenly in the filter.

(NOTE: Often individual bags with the correct amount of coffee are used to eliminate the need for measuring.)

4. Pour the water through the heating element vat.

(NOTE: Check to see if the heating element switch is "ON" and the brewing light is "ON".)

5. If the coffee is too weak or too strong, check with your supervisor or reread directions on the coffee package.



(NOTE: Do not pour coffee back through the heating element vat.)

C. Freeze dried

1. Place the correct amount of coffee in the cup.

(NOTE: Freeze-dried coffee often comes in premeasured packages. If not, read directions on the coffee container and measure the correct amount.)

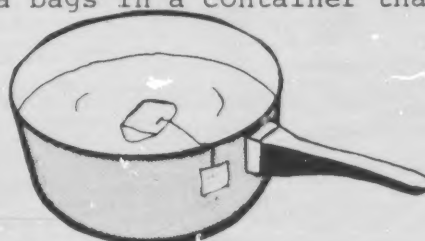
2. Add hot (boiling) water.
3. Stir until mixed.

II. Preparing tea

A. Brewed tea

1. Check equipment for cleanliness.
2. Fill a pot with the amount of water needed to make tea.
3. Place the pot of water on the burner and bring to a boil.

4. Place the tea bags in a container that will hold all the water.



5. Pour the water over the bags.
6. Allow the tea to simmer (steep) for five minutes.
7. Serve the tea as requested.
 - a. hot in a cup
 - b. iced in an eight-ounce glass

B. Instant tea

1. Check equipment for cleanliness.
2. Read directions on the jar of instant tea.
3. Place the proper measure of tea in an eight-ounce glass.
4. Add cold water and stir.
5. Serve as requested.

III. Preparing soft drinks

A. Prepare the counter.

1. Provide different sizes of cups.
2. Have straws and lids available.

B. Check the CO₂ tank.

1. Lines should be clean and well tightened.
2. The tanks should be securely fastened to the wall or drink machine.
3. Make sure the valve on the CO₂ tank is closed when connecting or disconnecting the line.
4. Be sure to connect the CO₂ line to the valve marked "IN" on the syrup can.

C. Preparing the soft drink.

1. All cups, lids, straws, and drink ingredients should be readied before the shift begins.

(NOTE: Drinks should not be made up ahead of time because they will become watery.)

2. Select the proper sized cup that the customer requests.

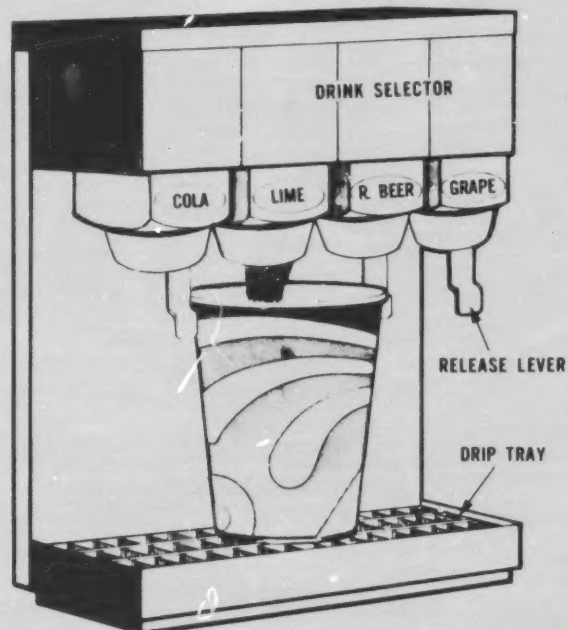
(NOTE: Be familiar with the sizes and prices of all drinks.)

3. Fill the cup about 3/4 full with crushed ice.

4. Hold the cup under the spout of the selected drink and press the release lever.

(NOTE: The carbonated water and syrup mixture will flow into the cup.)

(CAUTION: Be careful not to overfill the cup.)



5. Place a lid on the cup at the customer's request.

(CAUTION: Do not pick up the cups by the lids, because the drinking surface of a cup should not be touched and the lid may come off.)

6. Keep the counter stocked with cups, ice, and other materials as they are taken by the customer.

7. Change the CO₂ and syrup tanks as soon as they become empty.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 9--EXPLAIN DRINK PREPARATION

Directions: Use your information sheets and your experience on your training station to answer the following questions.

A. Describe methods used to make coffee in a restaurant.

1.

2.

B. Describe two ways restaurants prepare tea.

1.

2.

C. Describe the process used on your training station to prepare soft drinks in five steps.

D. What temperature should you keep coffee? between _____° and _____°.

E. The gas used to force the syrup from the tanks to the fountain is _____.

F. When a business serves a large volume of coffee, the coffee should be brewed in an _____.

G. The first thing you place in the cup when making a soft drink is the _____.

H. When making coffee in the urn, you usually place _____ gallons of water for each pound of coffee.

I. When brewing tea, you should allow it to simmer for _____ minutes.

J. Soft drinks made up ahead of time will become _____ before serving.

K. Drinks being placed in bags or boxes should have _____ placed on them.

L. Restocking the counter with cups, straws, lids, and other items should be taken care of _____.

DINING ROOM ATTENDANT

ASSIGNMENT SHEET 10--SOLVE DRINK-MAKING SITUATIONS

Directions: Write the correct answer for each of the questions below about drink preparation. Use your information sheet or your experience on your training station to solve each question.

- A. Most restaurants use CO₂ to force soft drink syrups to the dispensing fountain. It is stored in the large tanks or cylinders which, if handled carelessly, may explode and cause serious injury. What precautions are taken on your training station to see that no accidents occur?
- B. Often drinks are made up slightly in advance of serving them. If too many drinks are made up long before they are served, what happens to them?
- C. Most syrup tanks have similar markings. How are the syrup tanks on your training station marked to help you hook up the proper lines to the proper valves.
- D. Lids are placed on drinks ordered to go. Why should you not handle the drinks by the lids?
- E. What policies does your training station have concerning drink preparation?

DINING ROOM ATTENDANT

TEST PART 1

Directions: Match the terms with the definitions.

- | | |
|---|-----------------------|
| _____ 1. Keeping all areas clean and free of any germs. | a. Accessories |
| _____ 2. Large outside trash container. | b. Dumpster |
| _____ 3. The amount of food served to the customer. | c. Station |
| _____ 4. To replace food and materials to the area or stations as the food and utensils are taken by the customer. | d. Bacteria |
| _____ 5. A sign or board which lists the types and prices of foods. | e. Portion |
| _____ 6. The method used to get food to the customer. | f. Menu board |
| _____ 7. The clothing worn by the dining room attendant. | g. Serving procedures |
| _____ 8. Assigned group of tables or counter stools. | h. Sidework |
| _____ 9. A small seat used by small children that is placed on a regular chair or booth seat to help the child reach the table. | i. Resupply |
| _____ 10. Spotlessly clean. | j. Immaculate |
| _____ 11. Things that are added for convenience or decoration. | k. Condiments |
| _____ 12. A very small germ that could cause disease or odors. | l. Tongs |
| _____ 13. Work done in addition to regular duties. | m. Sanitation |
| _____ 14. Any seasoning used to bring out the flavor in food. | n. Uniform |
| _____ 15. Tool used to pick up foods. | o. Booster chair |

DINING ROOM ATTENDANT

TEST PART 2

1. Answer the following questions.

- a. What can you do while performing your duties that will not only make you a better employee, but also help you enjoy your job more?
- b. When talking to the customer, what is the proper attitude to use?
- c. How do you handle the customer who requests an item from you? Complains about the food?

2. Fill in the blanks with the correct word or words.

- a. Be _____ and _____ with customers and co-workers.
- b. Do your work _____, _____, and in a _____ manner.
- c. Start the day with a _____ uniform.
- d. Avoid wearing _____ and _____.
- e. When customer's make requests, fill them _____ or alert the _____ of the customer's needs.
- f. Show _____ in your work.

DINING ROOM ATTENDANT

TEST PART 3

1. Below is a list of causes of accidents. Place a check in front of each one that is an unsafe practice of the bus person.
 - ☐ a. Careless work habits
 - ☐ b. Torn carpet
 - ☐ c. Water leakage
 - ☐ d. Unsuitable shoes
 - ☐ e. Spillage
 - ☐ f. Damaged floor tiles
 - ☐ g. Broken steps
 - ☐ h. Damaged high chair
 - ☐ i. Slick floors
 - ☐ j. Smoldering cigarettes in paper trash
2. The employee can make some person changes in order to correct the above employee-caused dangers. What should the employee do about the other causes of accidents?
3. Fill in the blanks in the following sentences.
 - a. Study and know any _____ information given to you at work.
 - b. If you are unsure about any job procedure that involves safety, check with your _____.
 - c. Check to see that the floor is not _____ or in any way _____.
 - d. Be sure that the floor is completely _____ after cleaning up spills.
 - e. Post a _____ when the floor is even slightly wet.
 - f. Spills should be cleaned up _____.
 - g. As a bus person you should always wear the proper kind of work _____.
 - h. Watch for smoldering cigarettes and do not place them in _____.
 - i. _____ any broken or defective equipment or any unsafe situation to the _____.

DINING ROOM ATTENDANT

TEST PART 4

1. Complete the following sentences.
 - a. It is the duty of the bus person to keep an eye on the beverage dispensers and _____.
 - b. A bus person should regularly refill the containers of such condiments and supplies as _____, _____, _____, _____, and _____.
 - c. It is usually a bus person's job to stock such non-food supplies as _____ and _____.
 - d. When deliveries are made to the restaurant, the bus person may be called upon to _____ supplies.
2. Circle the duties that are done by a bus person.
 - a. Makes sure beverage and condiment containers are clean and in place.
 - b. Makes out dining room employee's schedules.
 - c. Prepares French fries, using deep fryer.
 - d. Empties and cleans ashtrays.
 - e. Engages customers in friendly conversation.
 - f. Operates the cash register and counts back change to the customer.
 - g. Replaces into proper location any items out of place in the dining room.
 - h. Computes sales tax and adds to the check.
 - i. Presents the check to the customer.
 - j. Sponges off and returns high chairs.
 - k. Stands at door and greets guests.
 - l. Does all duties quietly and unnoticeably.

DINING ROOM ATTENDANT

TEST PART 5

Directions: Fill in the blanks with the correct word or words.

1. A dining room attendant's main clean up duties involve the following:
 - a. Sponging off all _____, _____, and _____.
 - b. Cleaning all _____ containers on the side stand and tables and returning them to the proper place.
 - c. Sponging off all _____, _____ and _____ that have been used by children and returning them to their place.
 - d. Emptying all _____ cans and hosing them out if necessary.
 - e. Removing and replacing the _____ in the garbage can, if one is used.
 - f. _____ and _____ floors and vacuuming _____.
 - g. _____ and _____ entrance doors and doorknobs.
 - h. Washing _____, _____, and _____ in the kitchen.
 - i. Emptying trash cans into the outside _____.
 - j. Checking to see that restrooms are _____ and _____.
2. List the closing responsibilities for the dining room attendant.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.

DINING ROOM ATTENDANT

TEST PART 6

Directions: Explain the drink preparation process by answering the following questions.

1. The three ways of preparing coffee are
 - a.
 - b.
 - c.
2. The procedures used in making brewed and instant tea are
 - a. brewed-
 - b. instant-
3. List the supplies necessary in preparing soft drinks.
 - a.
 - b.
 - c.
4. What gas is used in soft drink preparation?
5. Where are the lines connected that come from the gas tank and fountain?
6. How much crushed ice should be placed in each cup before filling with soft drink?
7. When should lids be placed on soft drink cups?
8. How should the cups be handed to the customer?
9. How often should the counter be resupplied with drink preparation supplies?
10. What sizes of drink cups are used at your work station?

Section IV

SHORT ORDER COOK

DOT NO. 313.361.022

CONTENTS

SHORT ORDER COOK--COORDINATOR'S GUIDE

Progress Chart	
Suggested Teaching Procedures for the Coordinator	IV-T 1
Answers to Assignment Sheets	IV-T 7
Answers to Tests	IV-T19
Job Description and Alternate Titles	IV- 1
Objective Sheet	IV- 3
Information and Assignment Sheets	
Information Sheet 1--Cooking and Baking Terms and Definitions	IV- 5
Assignment Sheet 1--Describing Cooking and Baking Terms . .	IV- 7
Information Sheet 2--Cooking Utensils	IV- 9
Assignment Sheet 2--Cooking Equipment	IV- 13
Information Sheet 3--Small Equipment for Food Preparation and Service	IV- 15
Assignment Sheet 3--Explain the Use of Small Equipment . .	IV- 19
Assignment Sheet 4--Using Small Equipment	IV- 21
Information Sheet 4--Measurements	IV- 23
Assignment Sheet 5--Reading Measurements	IV- 27
Information Sheet 5--Operation of the Food Slicer and Safety Methods	IV- 29
Assignment Sheet 6--Operation of the Food Slicer and Safety Methods	IV- 31
Information Sheet 6--Types of Ovens and Safety Methods . . .	IV- 35
Assignment Sheet 7--Use of Ovens and Safety Methods	IV- 39
Information Sheet 7--Cooking Methods	IV- 41
Assignment Sheet 8--Cooking Methods	IV- 49
Assignment Sheet 9--Demonstrate the Use and Care of the Broiler or Grill	IV- 51

Information Sheet 8--Convenience Foods	IV- 53
Assignment Sheet 10--Preparation of Food	IV- 55
Assignment Sheet 11--Using Convenience Foods	IV- 57
Information Sheet 9--Cold Sandwiches	IV- 59
Assignment Sheet 12--Explain Cold Sandwich Preparation . .	IV- 63
Assignment Sheet 13--Sandwich Terms	IV- 65
Information Sheet 10--Salad Ingredients and Preparation . .	IV- 67
Assignment Sheet 14--Salad Preparation	IV- 71
Information Sheet 11--Preparing Drinks	IV- 73
Assignment Sheet 15--Explain Drink Preparation	IV- 77
Assignment Sheet 16--Solve Drink Making Situations	IV- 79
Information Sheet 12--General Cleaning	IV- 81
Assignment Sheet 17--Principles of Cleaning	IV- 85
Test	IV- 87

Progress Chart for

SHORT ORDER COOK

Name _____

D.O.T. #313.361-022

School _____

Date
Completed

INFORMATION SHEET 1	COOKING TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 1	COOKING TERMS AND DEFINITIONS	
Test	Part 1	
OBJECTIVE	Select the correct terminology to be used in the kitchen.	
INFORMATION SHEET 2	COOKING UTENSILS AND EQUIPMENT	
ASSIGNMENT SHEET 2	COOKING UTENSILS AND EQUIPMENT	
Test	Part 2	
OBJECTIVE	Identify utensils used for cooking.	
INFORMATION SHEET 3	SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE	
ASSIGNMENT SHEET 3	EXPLAIN THE USE OF SMALL EQUIPMENT	
ASSIGNMENT SHEET 4	USING SMALL EQUIPMENT	
Test	Part 3	
OBJECTIVE	Identify the types of small equipment used for food preparation and service.	
INFORMATION SHEET 4	MEASUREMENTS	
ASSIGNMENT SHEET 5	READING MEASUREMENTS	
Test	Part 4	
OBJECTIVE	Explain the methods of measurement used in cooking and the use of equivalents.	
INFORMATION SHEET 5	OPERATION OF THE FOOD SLICER AND SAFETY METHODS	
ASSIGNMENT SHEET 6	OPERATION OF THE FOOD SLICER AND SAFETY METHODS	
Test	Part 5	

Date
Completed

OBJECTIVE	Explain the operation of a food slicer and safety rules to be followed during its operation.	
INFORMATION SHEET 6	TYPES OF OVENS AND SAFETY METHODS	
ASSIGNMENT SHEET 7	TYPES OF OVENS AND SAFETY	
Test	Part 6	
OBJECTIVE	Identify the types of ovens and explain the safety involved in operating ovens.	
INFORMATION SHEET 7	COOKING METHODS	
ASSIGNMENT SHEET 8	COOKING METHODS	
ASSIGNMENT SHEET 9	DEMONSTRATE THE USE AND CARE OF THE BROILER OR GRILL	
Test	Part 7	
OBJECTIVE	Point out the different cooking methods used in fast food restaurants.	
INFORMATION SHEET 8	CONVENIENCE FOODS	
ASSIGNMENT SHEET 10	PREPARATION OF FOOD	
ASSIGNMENT SHEET 11	USING CONVENIENCE FOODS	
Test	Part 8	
OBJECTIVE	Explain the preparation and storing of convenience foods.	
INFORMATION SHEET 9	COLD SANDWICHES	
ASSIGNMENT SHEET 12	EXPLAIN COLD SANDWICH PREPARATION	
ASSIGNMENT SHEET 13	SANDWICH TERMS	
Test	Part 9	
OBJECTIVE	Explain the preparation of cold sandwiches.	

Date
Completed

INFORMATION SHEET 10	SALAD INGREDIENTS AND PREPARATION	
ASSIGNMENT SHEET 14	SALAD PREPARATION	
Test	Part 10	
OBJECTIVE	Select the correct procedures for the preparation of salad greens, fruit, and vegetables for salads.	
INFORMATION SHEET 11	PREPARING DRINKS	
ASSIGNMENT SHEET 15	EXPLAIN DRINK PREPARATION	
ASSIGNMENT SHEET 16	SOLVE DRINK-MAKING SITUATIONS	
Test	Part 11	
OBJECTIVE	Explain the drink preparation process.	
INFORMATION SHEET 12	GENERAL CLEANING	
ASSIGNMENT SHEET 17	PRINCIPLES OF CLEANING	
Test	Part 12	
OBJECTIVE	Discuss the general cleaning procedures in a kitchen.	

This student has completed the indicated training under my supervision

Instructor

SHORT ORDER COOK

SUGGESTED TEACHING PROCEDURES
FOR THE COORDINATOR

I. Objective Sheet

- A. Discuss each specific objective with the student.
- B. Explain the relationship of each to the training station.
- C. Renumber the objectives in the most logical sequence to be accomplished.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year, or an employer requests training in a specific area.)

II. Answers to assignment sheets

- A. Some assignment sheets will vary according to the training and should be graded individually.
- B. Some assignment sheets will not have specific answers but will depend upon student participation.

III. Answers to the test

- A. Answers are based on total information covered in the study guide.
- B. For convenience of grading, make corresponding answer sheets for additional test parts added.

IV. Information and corresponding assignment sheets

A. INFORMATION SHEET 1--COOKING TERMS AND DEFINITIONS

- 1. This information may be used as a glossary.
- 2. Use ASSIGNMENT SHEET 1--COOKING TERMS AND DEFINITIONS To reinforce the area of information.
- 3. Have the student add other terms used in the training area.
 - a. Have the student use Information Sheet 1 or several reference book glossaries to complete the assignment sheet.
 - b. Have the student develop similar word games using other terms used in a kitchen.

4. Have the student develop crossword puzzles using the terms and definitions.

B. INFORMATION SHEET 2--COOKING UTENSILS AND EQUIPMENT

1. Have the student use Information Sheet 2 as a reference to complete the assignment sheet.
2. Have the student add the names of other equipment and utensils used on the training station to the list.
3. Use ASSIGNMENT SHEET 2--COOKING UTENSILS AND EQUIPMENT to reinforce this area of information.
 - a. Have the student use Information Sheet #2 or several cooking books to complete the assignment sheet.
 - b. Have the student develop a short talk explaining how some of the utensils are used in the kitchen.

C. INFORMATION SHEET 3--SMALL EQUIPMENT FOR FOOD PREPARATION AND SERVICE

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 3--EXPLAIN THE USE OF SMALL EQUIPMENT
 - (1) Have the student explain the differences in the equipment pictured and that used at the work station.
 - (2) Have the student explain the purpose of each piece of equipment.
 - (3) Provide the student with magazines or other sources from which to cut out illustrations.
 - b. ASSIGNMENT SHEET 4--USING SMALL EQUIPMENT
 - (1) Have the student explain the use of the equipment orally during a field trip to the school kitchen.
 - (2) Provide the necessary equipment in class for the student to demonstrate the use of equipment to classmates.
2. Arrange a field trip to a nearby fast food restaurant and allow the student to explain the operation of small equipment used.

D. INFORMATION SHEET 4--MEASUREMENTS

1. Have the student develop charts showing the equivalent measurements.
2. Have the student develop posters on measurements.
3. Have other students or a panel judge the best poster.
4. Make a set of flash cards using equivalent measurements. Have the student match the flash cards to their equivalent measurement.
5. Have the student write the abbreviation for each measurement term underlined in recipes provided on handouts or recipe cards.
6. Use ASSIGNMENT SHEET 5--READING MEASUREMENTS to reinforce this area of information.

E. INFORMATION SHEET 5--OPERATION OF THE FOOD SLICER AND SAFETY METHODS

1. Have the student give a short talk on the operation of a food slicer.
2. Have the student make safety posters on the operation of a food slicer.
3. Use ASSIGNMENT SHEET 6--OPERATION OF THE FOOD SLICER AND SAFETY METHODS to reinforce this area of information.
 - (a) Have the student draw the food slicer used at the work station if it is different from the drawing.
 - (b) Have the student explain the parts of a food slicer during a field trip to the school kitchen.
4. Contact a representative to give a class demonstration of the operation of the food slicer.

F. INFORMATION SHEET 6--TYPES OF OVENS AND SAFETY METHODS

1. Have the student present a talk about the kind of ovens used at the training station.
2. Have the student contact a technician or sales representative for materials on cleaning.
3. Use ASSIGNMENT SHEET 7--TYPES OF OVENS AND SAFETY to reinforce this area of information.
 - a. Make copies of the different types of ovens drawn to hand out to other students working in that area.
 - b. Contact an oven distributor to obtain information and pictures of different sizes and models.

G. INFORMATION SHEET 7--COOKING METHODS

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 8--COOKING METHODS
 - (1) Have the student prepare a short talk on two of the different cooking methods.
 - (2) Have the student list the duties followed while at the work station.
 - b. ASSIGNMENT SHEET 9--DEMONSTRATE THE USE AND CARE OF THE BROILER OR GRILL.
 - (1) Provide the necessary equipment for the student to complete this assignment.
 - (2) Have the other students critique the procedures used during the demonstration.
2. Have the student go to the school kitchen to observe the different cooking methods.
3. Provide the student with trade magazines to identify some of the different types of equipment used at the work station.
4. Contact a chef or head cook to come to class and give a short talk on cooking methods.

H. INFORMATION SHEET 8--CONVENIENCE FOODS

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 10--PREPARATION OF FOOD
 - (1) Make arrangements for the student to observe this demonstration.
 - (2) Have the student explain to the class what methods were used.
 - b. ASSIGNMENT SHEET 11--USING CONVENIENCE FOODS
2. Make arrangements for the student to visit a fast food restaurant different than the work station to compare the use of convenience foods.
3. If possible have the student visit a factory that processes convenience foods for fast food restaurants.

I. INFORMATION SHEET 9--COLD SANDWICHES

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 12--EXPLAIN COLD SANDWICH PREPARATION
 - b. ASSIGNMENT SHEET 13--SANDWICH TERMS
 - (1) Have the student develop another crossword puzzle using sandwich terms.
 - (2) Have the student add other terms used at the work station.
2. Have the student give a demonstration on preparing sandwiches for the class.

J. INFORMATION SHEET 10--SALAD INGREDIENTS AND PREPARATION

1. Use ASSIGNMENT SHEET 14--SALAD PREPARATION to reinforce this area of information.
2. Provide the student with magazines to complete this assignment.
3. Have the student give a demonstration to the class on salad preparation.

K. INFORMATION SHEET 11--PREPARING DRINKS

1. Use the following assignment sheets to reinforce this area of information.
 - a. ASSIGNMENT SHEET 15--EXPLAIN DRINK PREPARATION
(NOTE: This assignment may be used as a quiz over drink preparation.)
 - b. ASSIGNMENT SHEET 16--SOLVE DRINK-MAKING SITUATIONS
(NOTE: Allow students working in the same jobs to work on this assignment in groups in order to stimulate discussion.)
2. Have the student write the preparation procedure for any other drinks not covered in this information area.

L. INFORMATION SHEET 12--GENERAL CLEANING

1. Have the student develop posters on sanitation and cleaning.
2. Have the student give short talks on sanitation procedures used at the work station.

IV-T6

3. Use ASSIGNMENT SHEET 17--PRINCIPLES OF CLEANING to reinforce this area of information.
4. Contact a health official to give a presentation on sanitation and cleanliness.

V. Unit Test

- A. The study guide test is divided into 12 parts.
 1. Each part covers one information sheet.
 2. Each part uses various methods of testing.
- B. Various approaches may be used in testing.
 1. Give each part of the test after the student has completed the information in one area or sheet.
 2. Give the entire test upon completion of the study guide and assignments.
 3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.
- C. Add test parts corresponding to any information areas or sheets added to the study guide.

VI. References

- A. Kotschevar, Lendal H. Ph. D. Quantity Food Production. Cahners Books International, Inc. Boston, Massachusetts, 1974.
- B. Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. American Technical Society. Chicago, Illinois, 1976.

VII. Sources of Additional Information

- A. Lundberg, Donald E. The Hotel and Restaurant Business. rev. Boston: Cahners Publishing Co., 1971.
- B. Terrell, Margaret. Professional Food Preparation. New York: John Wiley and Sons, 1971.
- C. FNIA Faculty. Food Preparation Manual. Stillwater: Oklahoma State University, 1969.

SHORT ORDER COOK

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

- A. Barbecue--To cook by a direct heat source (spit or charcoal), basting with a seasoned sauce.
- B. Batter--A pourable mixture of combined ingredients.
- C. Broil--To cook by exposure to direct heat on a grill or over live coals, such as broiled chicken or steaks.
- D. Chill--To place in a refrigerator or cool place until cold.
- E. Creaming--To mix ingredients until a smooth, pourable mixture is formed.
- F. Dip--To plunge into a liquid or dry ingredient until covered and then remove quickly.
- G. Dusting--To sprinkle a light coat of flour on pans or work surfaces.
- H. Grill--To fry, sauté, or toast on a solid heated surface or griddle.
- I. Fold--To blend ingredients by gently turning over, being careful not to stir or beat.
- J. Peel--To remove the skin of fruits and vegetables, using a knife or peeler.
- K. Sift--To pass dry ingredients through a screen or seive.
- L. Thicken--To cause a food to become firmer by the addition of eggs, flour, or other products, and by cooking them for an additional period of time.
- M. Utensil--Any tool or instrument used in cooking.
- N. Whip--To beat rapidly to increase volume by introducing air into ingredients.

Assignment Sheet 2

- A. Evaluated to the satisfaction of the instructor.
- B. Evaluated to the satisfaction of the instructor.

IV-T8

- C. 1. Paring knife--used for trimming and peeling fruits and vegetables.
2. Butcher knife--used to section raw meat and cut steaks.
3. Slicer--used to cut meat, such as ham.
4. Pie or cake knife--used to cut and serve pies and cakes without breaking pieces.
5. Food tongs--used to pick up and serve foods without touching with the hands.
6. Ladle--used to stir, dip, mix, and to serve sauces, dressings, and other liquids, in equal amounts.
7. Skimmer--Used to serve whole or large cut vegetables without including liquid.
8. Spatula--used for mixing, spreading, and scraping.
9. Colander--used to drain off liquids when washing cooked spaghetti and other foods.
10. Strainer--used to strain and drain all kinds of foods.
11. Scoop--used to serve and portion foods, such as ice cream and butter.
12. Measuring cups--a set of cups used to measure liquids and some dry ingredients.
13. Kitchen fork--used for turning a roast or broiling steaks, and holding meats while slicing.
14. Pastry wheel--used to cut all types of pastry, including pizza.
15. Cleaver--used to chop bones in raw meat.

Assignment Sheet 3

Evaluated to the satisfaction of the instructor.

Assignment Sheet 4

- A. 1. Use a clean cloth and a warm water detergent solution to remove the grease film that collects daily.
2. Rinse with clear water.
3. Dry with a clean cloth.

4. Wash the grease filters weekly or more often if necessary.
 - a. Remove the filters.
 - b. Wash by hand or in the dishwasher.
 - c. Wipe the surfaces with a damp cloth.
 - d. Soak filters in an alkaline solution for 15-30 minutes.
 - e. Rinse with warm water and air dry.
 - f. Replace the filter.
- B. Too much grease collecting on the filter is a fire hazard
- C.
 1. To heat food
 2. To add to the display of food
 - e. To keep cooked food warm until served
- D.
 1. The pizza dough is premeasured into balls.
 2. Put the dough ball into the machine.
 3. The dough will come out the right thickness, ready for sauce and topping.
- E. A steam table keeps food hot and ready to serve.

Assignment Sheet 5

- A.
 1. 1/8 teaspoon
 2. 2 pints
 3. 1 fluid quart
 4. 1 pound
 5. 1 gallon
 6. 2 cups
 7. 1 cup
 8. 3 teaspoons
 9. 1 pound (water)
 10. 1 dozen

IV-T10

- B. 1. True
2. False
3. True
4. False
5. True

Assignment Sheet 6

- A. 1. food holder
2. food carriage
3. blade guard
4. blade or slicer knife
5. gauge plate
6. blade control indicator
7. scrap tray
8. ON and OFF switch
9. receiving tray

- | | |
|------------|-----------|
| B. 1. True | 6. True |
| 2. True | 7. False |
| 3. True | 8. False |
| 4. True | 9. False |
| 5. False | 10. False |

- | | |
|---------|------|
| C. 1. a | 5. c |
| 2. d | 6. b |
| 3. d | 7. a |
| 4. a | 8. c |

Assignment Sheet 7

A. Gas

1. Turn on the main burner valve.
2. Adjust the thermostat to the prescribed temperature.

B. Electric

1. Turn knob to the right temperature.
2. Turn switch to ON position.
3. Allow the oven to preheat before placing food in the oven.
4. Place cooking pans two inches from sides of oven.
5. To prevent heat escape, close vent control completely.
6. Avoid opening and closing the door during baking.

C. 1. Turn all ovens OFF before cleaning.

2. Clean the outside of the oven with warm water and detergent.
3. Clean the inside with a damp cloth.
4. Clean crumbs from return passage.

D. 1. Turn power switch to the ON position to heat the unit.

2. Generally, the oven turns off automatically when the time set is completed.
3. Types of food containers to be used in the microwave oven are glass, paper, or ceramic.
4. Avoid the use of plastic containers.
5. Microwave ovens may be used for reheating and defrosting foods.

E. 1. Be sure the oven is turned OFF.

2. Wipe all metal parts with a clean cloth and a water-detergent solution.
3. Dry with a clean and soft cloth.

F. 1. Turn on the oven.

2. Adjust the oven temperature to 575°- 600°.
3. Cook pizza according to the manager's directions.

G. Evaluated to the satisfaction of the instructor.

IV-T12

Assignment Sheet 8

- A.
1. Preheat broiler 15 minutes before cooking time.
 2. Marinate, dip, or brush meat with oil or seasoning before placing the food on the grill of the broiler.
 3. Turn the heat or flame to the highest point.
 4. Pull the grill out and place the meat on the grill.
 5. Turn the meat during the cooking process so both sides are cooked.
 6. Serve on hot plates or platters.
 7. Do not overcook meats.
 8. Leave the broiler on low heat when cooking is completed so it will be ready if needed again.
- B.
1. b
 2. d
 3. c
 4. d
 5. c
- C.
1. True
 2. True
 3. False
 4. False
 5. True

Assignment Sheet 9

Evaluated to the satisfaction of the instructor.

Assignment Sheet 10

Evaluated to the satisfaction of the instructor.

Assignment Sheet 11

- A.
 - 1. Convenience foods require little preparation at serving time so they are easy and fast to prepare.
 - 2. Newly arrived items are placed behind older stock so that the older items are used first.
 - 3. Do not open the freezer door if the current goes off.
- B.
 - 1. Perishable foods such as meat and dairy products are stored in the refrigerator or freezer until needed.
 - 2. Non-perishable foods are stored in a cool, dry place near the work station where they will be used.
 - 3. Newly arrived items are placed behind older stock.
 - 4. Meats are stored so that air can circulate around all surfaces.
 - 5. Fish is stored in a well-insulated fish box.
 - 6. Perishable foods are stored first, as soon as possible after receiving them.
 - 7. Check food daily for spoilage and to identify foods which need to be used immediately.
- C.
 - 1. Maintain the refrigerator at a temperature below 45°F to prevent spoilage of food.
 - 2. The freezer temperature should be maintained at 0° or below.
 - 3. Containers should be dry and covered before they are placed in the refrigerator.
 - 4. Doors should be opened only when necessary.
 - 5. Hot foods should be placed in the refrigerator to speed cooling.
 - 6. Do not obstruct mechanical units. Place food so that it does not crowd the cooling unit.
 - 7. Bring older foods toward the front so that they will be used first.

Assignment Sheet 12

- A.
 - 1. Bread--white, whole wheat, rye, rolls, or buns, fresh and soft.

IV-T14

2. Spread--softened butter or margarine, mayonnaise, or mustard.
 3. Filling--what goes between the bread.
- B.
1. Sandwich--two or more slices of bread with filling between.
 2. Spread--a food like butter, margarine, or mayonnaise used on bread.
 3. Margarine--a food made of fats and oils.
 4. Filling--a food, such as meat, cheese, or egg salad, used in a sandwich.
- C. Evaluated to the satisfaction of the instructors.
- D.
1. Bread, fillings, and garnishes should be fresh.
 2. Fillings should taste good, be tender, easy to eat, and satisfy the appetite.
 3. Chopped fillings should be cut in large enough pieces.
 4. Soft fillings should include crisp material.
 5. $\frac{1}{3}$ to $\frac{1}{2}$ of the total sandwich should be filling.
 6. The sandwich should be such that it can be picked up without losing the filling.
 7. It should be cut neatly.
 8. The filling should not hang over the edge.

Assignment Sheet 13

<u>Down</u>	<u>Across</u>
1. spread	1. scoop
2. board	3. sandwich
3. spreader	6. margarine
4. tray	7. knife
5. filling	8. tongs

Assignment Sheet 14

Evaluated to the satisfaction of the instructor.

Assignment Sheet 15

- A. Description should include two of the following methods:
1. Urn type
 2. Individual pot type
 3. Freeze-dried
- B. 1. Brewed tea
2. Instant
- C. This answer will vary for different training stations but the basic directions are as follows:
1. Select the proper-sized cup requested by the customer.
 2. Fill the cup 3/4 full with crushed ice.
 3. Hold the cup under the spout of the selected drink and press the release lever.
 4. Place a lid or straw on the drink at the customer's request.
 5. Keep the counter stocked with cups, ice, and other materials that are used by the customer.
- D. 185° and 190°
- E. CO₂
- F. urn
- G. ice
- H. 2½
- I. 5
- J. watery
- K. lids
- L. as they are taken by the customer

Assignment Sheet 16

Answers will vary for different training stations, but should include the following basics:

- A. The tanks should be securely fastened to the wall or drink machine.
- B. The ice melts, making the drinks watery.

IV-T16

- C. The syrup tank's fittings are marked with an "IN" for the CO₂ line and an "OUT" for the line to the fountain to be connected.
- D. The lids may come off and you should not handle the drinking surface of a cup.
- E. Restock the counter with cups, ice, and other materials that have been removed by the customer.
- F. Approximately 3/4 cup of ice.

Assignment Sheet 17

- A.
 - 1. To prevent disease
 - 2. To prevent food poisoning
 - 3. To prevent food spoilage
 - 4. To prevent bad odors and off-flavors
- B.

1. True	5. True
2. False	6. True
3. True	7. True
4. True	8. True
- C.
 - 1. Trichinosis
 - 2. Dysentery
 - 3. Typhoid Fever
 - 4. Diphtheria
- D.
 - 1. Keep food at 40°F or below.
 - 2. Keep food over 140°F.
 - 3. Control favorable conditions such as warmth, food, and moisture.
- E.
 - 1. Soak in hot water.
 - 2. Use scouring powder if deposits remain.
 - 3. Rinse away all ordinary steel wool particles from surface if non-stainless steel material is used.

4. Use stainless steel, wood, plastic, or rubber tools to scrape grease or burnt-on food from stainless steel.
5. DO NOT use ordinary steel scraper or knives on stainless steel.
6. Rub in the direction of polish lines when using scouring powder.
7. DO NOT allow seasonings or foods with table salt to remain in the pan too long.

- F.
1. Flush with clean water.
 2. Swab on a diluted solution of mild acid-type cleaner.
 3. Allow to stand 15 to 20 seconds.
 4. Rinse with clean water.
 5. Dry with a soft cloth.
 6. Repeat as necessary to completely remove films.

ANSWERS TO TEST

Part 1

- | | | |
|--------------|-------------|------|
| 1. a. 10 | e. 9 | h. 5 |
| b. 7 | f. 3 | i. 8 |
| c. 2 | g. 6 | j. 4 |
| d. 9 | | |
| 2. a. False | d. True | |
| b. True | e. False | |
| c. True | f. True | |
| 3. a. Batter | e. Whip | |
| b. Broiling | f. Breeding | |
| c. Grind | g. Cream | |
| d. Sifting | | |

Part 2

- | | |
|------------------|----------------------|
| 1. French knife | 9. Ladle |
| 2. Strainer | 10. Skimmer |
| 3. Boning knife | 11. Spatula |
| 4. Measure | 12. Grater |
| 5. Butcher knife | 13. Measuring spoons |
| 6. Colander | 14. Cake knife |
| 7. Slicer | 15. Kitchen fork |
| 8. Cleaver | 16. Food tongs |

Part 3

1. Infared lamp--used to keep cooked food warm until serving.
2. Pizza dough rolling machine--to flatten and shape the pizza dough.
3. Steam table--keeps food hot and ready to serve.
4. Steamer--used to cook or warm food through the use of steam.
5. Exhaust hood--placed over all cooking equipment for ventilation and fire control.
6. Conveyor toaster--for toasting large amounts of buns or bread at one time.

Part 4

- | | |
|---------|------|
| 1. a. 6 | d. 5 |
| b. 2 | e. 1 |
| c. 3 | f. 4 |

IV-T20

- | | |
|------------|----------|
| 2. a. True | f. True |
| b. False | g. False |
| c. True | h. True |
| d. False | i. False |
| e. True | j. True |

Part 5

- | | |
|---|----------------------|
| 1. a. Slicer knife | f. Scrap tray |
| b. Blade control indicator | g. Gauge plate |
| d. Receiving tray | |
| 2. a. Meats | d. Bread |
| b. Fruits and vegetables | e. Hot or cold foods |
| c. Cheese | |
| 3. a. True | e. True |
| b. False | f. True |
| c. False | g. False |
| d. True | h. True |
| 4. Evaluated to the satisfaction of the instructor. | |

Part 6

- | | | |
|---|----------|------|
| 1. a. False | f. False | |
| b. False | g. False | |
| c. True | h. False | |
| d. True | i. True | |
| e. True | j. True | |
| 2. a. 2 | e. 3 | |
| b. 3 | f. 1 | |
| c. 1 | g. 2 | |
| d. 1-2-3 | h. 3 | |
| 3. a. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding. | | |
| b. A sign must be presented to announce a microwave unit is in use. | | |
| c. DO NOT use metal containers. | | |
| 4. a. 2 | e. 4 | i. 1 |
| b. 3 | f. 4 | j. 1 |
| c. 1 | g. 1 | k. 4 |
| d. 4 | h. 4 | |

Part 7

1. a. 5
b. 2
c. 4
d. 1
e. 3
2. a. False
b. True
c. False
d. True
e. True
f. False
3. a. 5
b. 1
c. 2
d. 4
e. 3
f. 1
g. 3
h. 4
i. 2
j. 2
4. a. 350°
b. Temperature
c. Excess
d. Breeding
e. Basket
f. Grease
g. Drain
5. a. Lard
b. Rendered beef fats
c. Vegetable shortenings
d. Vegetable oils
6. a. False
b. True
c. True
d. False
e. False

Part 8

1. a. Perishable foods such as meat and dairy products should be stored in the refrigerator or freezer until needed.
b. Non-perishable foods are stored in a cool dry place near the work station where they will be used.
c. Newly arrived items are placed behind older stock so that the older items are used first.
d. Store meats so air can circulate around all surfaces.
e. Store fish in a well-insulated fish box, surrounded by ice and away from other foods.
f. Store foods immediately after receiving them.
g. Check food daily for spoilage and to identify foods which need to be used immediately.

2. a. To prevent spoilage.
 b. Improves the taste of some foods.
 c. Preserves food for a longer period of time.
 d. Improves texture and adds crispness.
3. a. True e. False
 b. False f. True
 c. False g. True
 d. True h. True

Part 9

1. a. 1 e. 1
 b. 2 f. 1
 c. 3 g. 3
 d. 2 h. 3
2. a. 1 e. 2 i. 7
 b. 8 f. 10 j. 9
 c. 6 g. 3
 d. 4 h. 5
3. a. 6 e. 2
 b. 4 f. 3
 c. 7 g. 1
 d. 8 h. 5
4. a. False e. False
 b. True f. True
 c. True g. False
 d. True h. True

Part 10

1. a. True f. True
 b. False g. False
 c. True h. True
 d. True i. False
 e. True j. True
2. a. 5 e. 1 i. 9
 b. 3 f. 4 j. 7
 c. 6 g. 8
 d. 2 h. 10

3.
 - a. Larger
 - b. Fruits or vegetables
 - c. Body
 - d. Flavor
 - e. Pretty
4.
 - a. False
 - b. True
 - c. True
 - d. False
 - e. True

Part 11

1.
 - a. Urn
 - b. Individual pot
 - c. Freeze-dried
2.
 - a. Brewed
 - (1) Check equipment for cleanliness.
 - (2) Fill a pot with the amount of water needed to make tea.
 - (3) Place the pot of water on the burner and bring to a boil.
 - (4) Place tea bags in a container that will hold all the water.
 - (5) Pour the water over the bags.
 - (6) Allow the tea to simmer for 5 minutes.
 - (7) Serve the tea as requested.
 - b. Instant
 - (1) Check equipment for cleanliness.
 - (2) Read directions on the jar of instant tea.
 - (3) Place the proper measure of tea in an eight ounce glass.
 - (4) Add cold water and stir.
 - (5) Serve as requested.
3.
 - a. Cups
 - b. Straws
 - c. Lids
4. CO₂
5. The gas tank line is connected to the "IN" valve and the fountain line to the "OUT" valve on the syrup can or tank.
6. 3/4 cup
7. At the customer's request.

IV-T24

8. By the sides of the cup.
9. As the supplies are removed by the customer.
10. Sizes will vary according to training station.

Part 12

1.
 - a. To prevent disease.
 - b. To prevent food poisoning.
 - c. To prevent food spoilage.
 - d. To prevent bad odors and off-flavors.
2.

a. 1	d. 4
b. 3	e. 3
c. 2	f. 4
3.
 - a. ✓
 - b.
 - c.
 - d. ✓
 - e. ✓
4. a., d., e.

SHORT ORDER COOK

DOT NO. 313.361-022

JOB DESCRIPTION

The short order cook will perform any of the following duties in a fast food restaurant:

1. Prepares and cooks to order foods requiring only a short preparation time.
2. Slices meats.
3. Fills orders from steam table.
4. Prepares sandwiches.
5. Prepares salad.
6. Prepares beverages.
7. Serves meals to patrons over the counter.

Undefined Related Titles

Hamburger-Fry Cook

Cook, Griddle

SHORT ORDER COOK

STUDY GUIDE OBJECTIVE

After completion of this study guide, the student will be able to use the correct terminology to explain the procedures and responsibilities required of a short order cook in a fast food restaurant. This knowledge will be evidenced through demonstration and by satisfactorily completing the study guide test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Select the correct terminology to be used in the kitchen.
2. Identify utensils used for cooking.
3. Identify the types of small equipment used for food preparation and service.
4. Explain the methods of measurement used in cooking and the use of equivalents.
5. Explain the operation of a food slicer and safety rules to be followed during its operation.
6. Identify the types of ovens and explain the safety involved in operating ovens.
7. Point out the different cooking methods used in fast food restaurants.
8. Explain the preparation and storing of convenience foods.
9. Explain the preparation of cold sandwiches.
10. Select the correct procedures for the preparation of salad greens, fruit, and vegetables for salads.
11. Explain the drink preparation process.
12. Discuss the general cleaning procedures in a kitchen.

SHORT ORDER COOK

INFORMATION SHEET 1--COOKING AND BAKING TERMS
AND DEFINITIONS

- A. Bake--To cook by dry heat in an oven.
- B. Barbecue--To cook by direct heat source (on spit or rack over charcoal), basting with a seasoned sauce.
- C. Baste--To spoon liquid over food as it cooks to prevent drying out.

(NOTE: The liquid may be stock, water, a sauce, or drippings from the food.)
- D. Batter--A pourable mixture of combined ingredients. (Example: flour, sugar, eggs, and shortening.)
- E. Beat--To make a mixture smooth or to introduce air by using a lifting motion with a spoon.
- F. Blend--To mix two or more ingredients thoroughly.
- G. Boil--To cook in water or other liquid until the liquid bubbles continuously at 212°F.
- H. Breading--To coat foods with bread crumbs, cracker crumbs, or cornmeal before cooking.
- I. Broil--To cook by exposure to direct heat on a grill or over live coals.
- J. Chill--To place in a refrigerator or other cool place until cold.
- K. Chop--To cut into small pieces.
- L. Cream--To mix ingredients until smooth.
- M. Cube--To cut into small squares.
- N. Deep fat fry--To cook in a pot containing enough fat to cover food.
- O. Dilute--To lessen the strength, thickness, or flavor of a mixture, usually by adding water.
- P. Dip--To plunge into a liquid or dry ingredient until covered and then to remove quickly.
- Q. Dissolve--To combine or mix a solid ingredient with a liquid until a solution is formed.
- R. Dusting--To sprinkle a light coat of flour on pans or work surface.

IV-6

- S. Fold--To blend ingredients by gently turning over, being careful not to stir or beat.
- T. Fry--To cook in fat on a surface burner.
- U. Grill--To fry, sauté or toast on a solid heated surface or griddle.
- V. Grind--To reduce a food to particles by cutting or crushing.
- W. Ingredients--Various contents blended to make any food.
- X. Marinate--To cover and soak food in oil, vinegar, or wine to give added flavor or to tenderize meat.
- Y. Mixing--Blending ingredients.
- Z. Peel--To remove the skin of fruits and vegetables, using a knife or peeler.
- AA. Roast--To cook in an uncovered pan in the oven.
- AB. Saute--To brown quickly in a small amount of fat, turning frequently.
- AC. Season--To improve flavor by adding salt, pepper, or spice.
- AD. Shred--To cut or shave into thin strips.
(NOTE: Usually done with a French knife or shredding knife.)
- AE. Sift--To pass dry ingredients through a screen or sieve.
- AF. Simmer--To cook in a liquid at a temperature just below the boiling point.
(NOTE: Boiling point is 212°F or 100°C.)
- AG. Steam--To cook in steam, with or without pressure.
- AH. Thicken--To cause a food to become firmer by the addition of eggs, flour, or other products, and by cooking them for an additional period of time. Gelatin may be added to cause the food to become firm when chilled.
- AI. Utensil--Any tool or instrument used in cooking.
- AJ. Whip--To beat rapidly to increase volume by introducing air into ingredients.
- AK. Perishable foods--Those that spoil easily.
- AL. Convenience foods--Foods that require little preparation at serving time because they are already partially prepared.

SHORT ORDER COOK

ASSIGNMENT SHEET 1--DESCRIBING COOKING AND BAKING TERMS

Directions: Define the following selection of words.

A. barbecue

B. batter

C. broil

D. chill

E. cream

F. dip

G. dusting

H. grill

I. fold

J. peel

K. sift

L. thicken

M. utensil

N. whip

SHORT ORDER COOK

INFORMATION SHEET 2--COOKING UTENSILS

I. Utensils

- A. French knife--Used for chopping, slicing, dicing, and mincing



- B. Paring knife--Used for trimming and peeling fruits and vegetables



- C. Boning knife--Used to remove raw meat from the bone with little waste



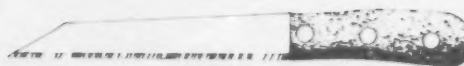
- D. Butcher knife--Used to section raw meat and cut steaks



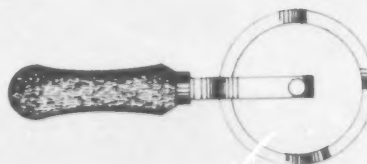
- E. Cleaver--Used to chop bones in raw meat



- F. Slicer--Used to cut meat, cheese, breads, or other foods.



- G. Pastry wheel--Used to cut all types of pastry, including pizza



- H. Pie or cake knife--Used to cut and serve pies and cakes without breaking pieces



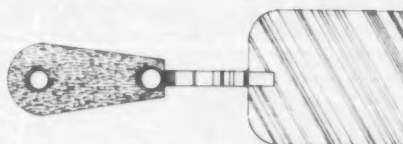
- I. Vegetable peeler--Used to peel potatoes and other vegetables



- J. Food tongs--Used to pick up and serve foods without touching with hands



- K. Turner--Used to turn hot cakes, hamburgers, and other foods while grilling, broiling, or frying



- L. Kitchen fork--Used for turning roasts, or broiling steaks, and holding meat while slicing



- M. Ladle--Used to stir, dip, mix, and serve sauces, dressing, and other liquids in equal amounts



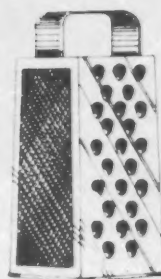
- N. Skimmer--Used to serve whole or large, cut vegetables without including liquid



- O. Spatula--Used for mixing, spreading, and scraping



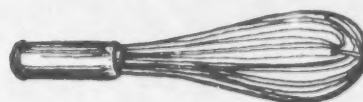
- P. Grater--Used to cut food into small particles by rubbing across holes



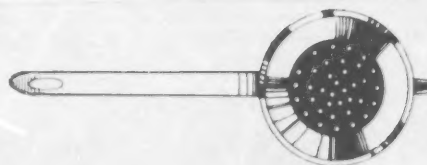
- Q. Colander--Used to drain off liquid when washing cooked spaghetti and other foods



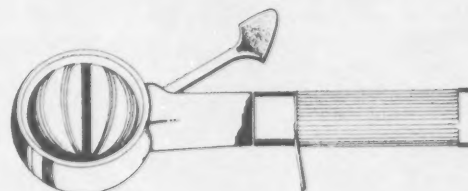
- R. Whip--Used for whipping gravies, eggs, cream, sauces, and other foods



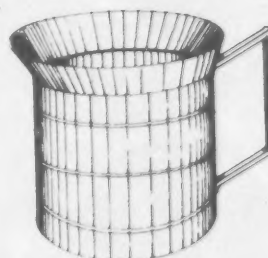
- S. Strainer--Used to drain liquids from all kinds of foods



- T. Scoop--Used to serve and portion foods, such as ice cream and butter



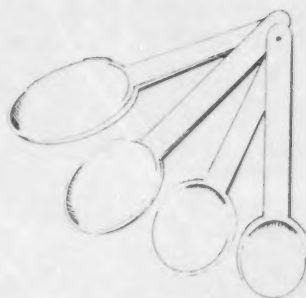
- U. Measure--Used to measure liquids and dry ingredients



- V. Measuring cups--A set of different-sized cups used to measure liquids and dry ingredients



- W. Measuring spoons--A set of different sized spoons used to measure liquids and dry ingredients



SHORT ORDER COOK

ASSIGNMENT SHEET 2--COOKING EQUIPMENT

- A. Select five utensils and explain how they are used.
- B. Make arrangements (with your work station and teacher) to give a demonstration, using five different utensils, in class.
- C. Describe the use of each of the following:
 - 1. paring knife
 - 2. butcher knife
 - 3. slicer
 - 4. pie or cake knife
 - 5. food tongs
 - 6. ladle
 - 7. skimmer
 - 8. spatula

IV-14

9. colander
10. strainer
11. scoop
12. measuring cup
13. kitchen fork
14. pastry wheel
15. cleaver

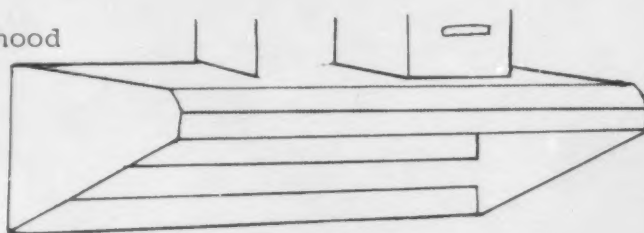
SHORT ORDER COOK

INFORMATION SHEET 3--SMALL EQUIPMENT FOR FOOD
PREPARATION AND SERVICE

- I. Exhaust hood--An exhaust hood should be placed above all cooking equipment.

A. Purpose of an exhaust hood

1. For ventilation
2. Fire control
3. Removal of smoke
4. Removal of cooking vapors and odors



B. Cleaning the exhaust hood

1. Use a clean cloth and a warm water detergent solution to remove the grease film that collects daily.
2. Rinse with clear water.
3. Dry with a clean cloth.
4. Wash the grease filters weekly or more often if necessary.



(NOTE: Filters over deep fat fryers may need to be cleaned daily.)

- a. Remove the filters.
- b. Wash by hand or in the dishwasher.
- c. Wipe the surfaces with a damp cloth.
- d. Soak filters in an alkaline solution for 15-30 minutes.
- e. Rinse with warm water and air dry.
- f. Replace the filter.

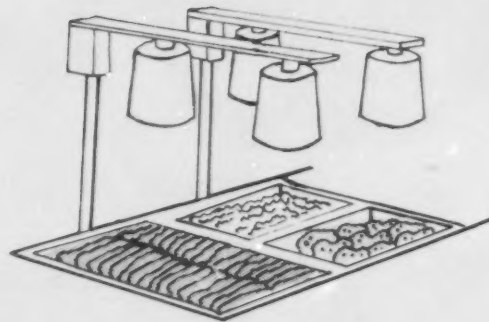
II. Infrared lamp

- A. Used to heat the food.
- B. Adds to the display of food.

C. Used to keep cooked food warm until served.

D. To clean the lamp, first unplug the lamp and wait until it is cool.

1. Wipe with a warm detergent solution.
2. Rinse with clear water.
3. Dry with a clean cloth.



III. Hot food holding bins

A. Are usually heated by infrared lamps.

B. Hold hot foods until ready for serving.

C. Especially good for holding deep-fried foods.

(NOTE: The dry heat retains the crispness of the fried food.)

D. Heated metal pellets can be put under the food bins to hold the temperature in hot food.

IV. Steam table -- Keeps food hot and ready to serve

A. Water in the tables should be kept at 140°F.

B. Use hot water when adding water to the steam table.

(NOTE: This will save time and fuel.)

C. Waterless food warmers are controlled by valves and thermostats.

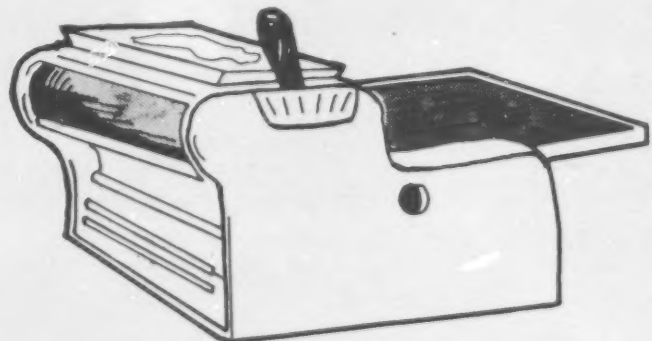
D. Some steam tables have removable spillage pans which reduce clean-up time.



V. Pizza dough rolling machine

A. The pizza dough is pre-measured out into 8 oz., 10 oz., and 14 oz. ball depending on the pizza size desired.

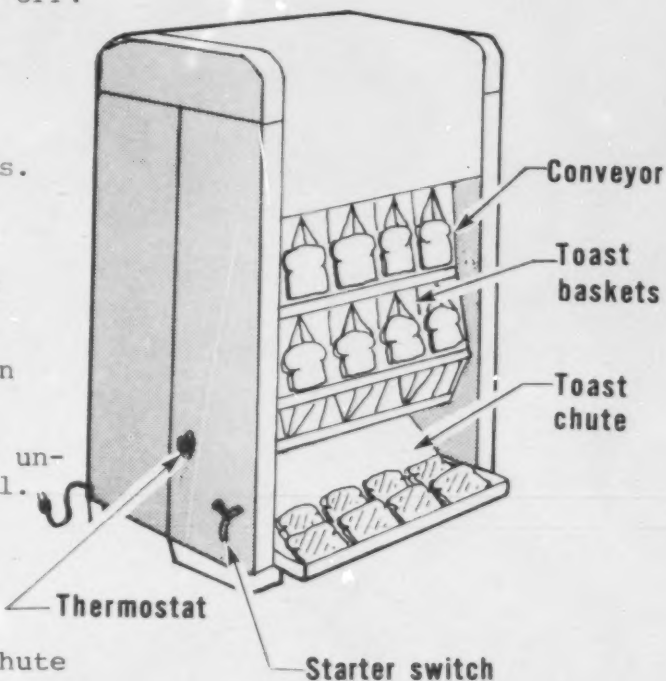
B. Put the dough ball into the machine.



- C. The dough will come out the right thickness.
- D. The dough is now ready for pizza sauce and toppings to be put on it.
- E. Clean the machine according to the manufacturer's directions.

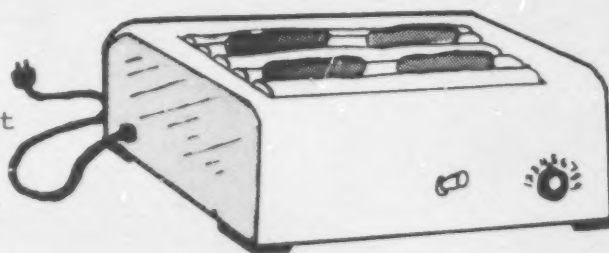
VI. Conveyor bread and bun toaster--for toasting large amounts of bun or bread at a time.

- A. Set starter switch to OFF.
- B. Plug in electric plug.
- C. Set thermostat at 7.
- D. Preheat for 20 minutes.
- E. Test run a few buns.
- F. Adjust the thermostat dial as needed.
- G. Place buns or bread in toast baskets.
- H. To clean the toaster, unplug and allow to cool.
 - 1. Wipe the outside.
 - 2. Remove crumbs.
 - 3. Remove the toast chute and clean the base.

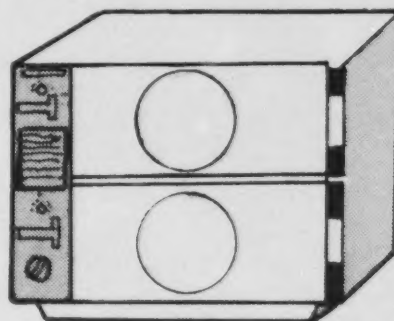


VII. Hot dog rotisserie cooker.

- A. Used on higher temperatures to cook hot dogs or link sausages.
- B. Lower temperatures will keep hot dogs warm without overcooking.
- C. Preheat unit early in the day.
- D. Some fast food restaurants cook hot dogs in a steamer and keep them warm in the rotisserie cooker.
- E. The rotisserie may be used on the counter to display pre-cooked food.



- VIII. Steam cookers--Used to cook or warm food through the use of steam.
- A. Self-contained units develop their own steam.
 - B. Some units fill automatically from the regular water supply while others must be filled by hand with water for steam.
 - C. All units have safety devices on them to release excess steam or disconnect if heating devices become too hot.
 - D. Temperatures below 100°F will keep foods warm without overcooking.
 - E. Clean according to manufacturer's directions.



SHORT ORDER COOK

ASSIGNMENT SHEET 3--EXPLAIN THE USE OF SMALL EQUIPMENT

Directions: Using the space below or another sheet of paper, describe the use of the small equipment used at your work station. Draw any pictures of the equipment or use cutouts which will better explain the type of equipment you use. Include other equipment you use that was not mentioned in the information sheet.

SHORT ORDER COOK

ASSIGNMENT SHEET 4--USING SMALL EQUIPMENT

- A. Explain the steps used to clean an exhaust hood.
- B. Why is it important that the filters of exhaust hoods over deep fat fryers be cleaned at least once daily?
- C. Why do fast food restaurants use infrared lamps?
- D. Explain how to use a pizza dough rolling machine.
- E. What is a steam table used for?

- B. Why is it important that the filters of exhaust hoods over deep fat fryers be cleaned at least once daily?

- C. Why do fast food restaurants use infrared lamps?

- D. Explain how to use a pizza dough rolling machine.

- E. What is a steam table used for?

SHORT ORDER COOK

INFORMATION SHEET 4--MEASUREMENTS

Most recipes are given by weight, but some are given by measures. The most common measures used are: teaspoon, tablespoon, cup, pint, quart, and gallon. These terms are usually abbreviated in the recipe. The following tables will help you to become familiar with the terms, their abbreviations, and various measurements in relation to other measurements.

I. Methods of measuring

A. Abbreviations For Recipes

<u>Tps. or t</u>	<u>Teaspoon</u>
<u>Tbsp. or T</u>	<u>Tablespoon</u>
<u>Pt.</u>	<u>Pint</u>
<u>Qt.</u>	<u>Quart</u>
<u>Gal.</u>	<u>Gallon</u>
<u>Oz.</u>	<u>Ounce</u>
<u>Lb.</u>	<u>Pound</u>
<u>Bch.</u>	<u>Bunch</u>

B. Equivalent Measurements

<u>1 Pinch</u>	<u>1/8 Teaspoon (approx)</u>
<u>3 Teaspoons</u>	<u>1 Tablespoon</u>
<u>16 Tablespoons</u>	<u>1 Cup</u>
<u>1 Cup</u>	<u>1/2 Pint</u>
<u>2 Cups</u>	<u>1 Pint</u>
<u>2 Pints</u>	<u>1 Quart</u>
<u>4 Quarts</u>	<u>1 Gallon</u>
<u>16 Ounces</u>	<u>1 Pound</u>
<u>1 Pound (water)</u>	<u>1 Fluid Pint</u>
<u>2 Pounds (water)</u>	<u>1 Fluid Quart</u>
<u>1 Dozen</u>	<u>12 Pieces</u>

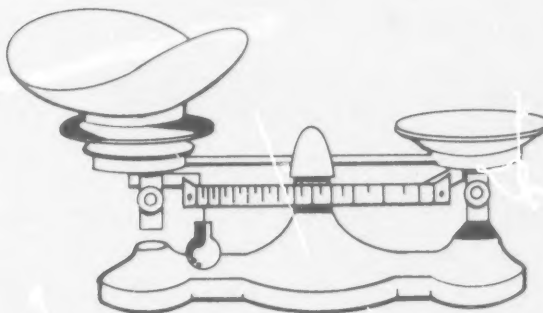
II. Equipment used in measuring.

A. Baker's scale

1. Place the weight indicator at zero on the scaled brass beam, which is indicated in ounces, up to one pound.
2. Center the scoop on the left hand platform.
3. Balance the scoop by placing the proper weight on the right-hand platform.

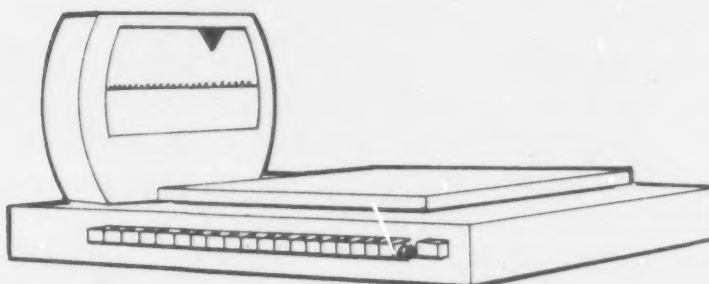
(NOTE: The weights are used to balance the two platforms.)

4. The ingredients that are to be weighed are placed in the scoop on the left-hand platform.
5. Move the weight indicator on the brass beam to the right until the two platforms are balanced.
6. When weighing procedure has been completed, remove the ingredients that are being weighed and return the scales to a balanced position.



B. Portion scale

1. Place the weight indicator in the groove along the scaled beam for the desired amount of food.
2. Place the product on the scale tray.
3. Check the weight arrow to see if the food portion needs to be increased or decreased.



SHORT ORDER COOK

ASSIGNMENT SHEET 5--READING MEASUREMENTS

A. List the equivalent measurements

(EXAMPLE: 1 cup = 1/2 pint)

1. 1 pinch =
2. 1 quart =
3. 2 pounds (liquid) =
4. 16 ounces =
5. 4 quarts =
6. 1 pint =
7. 16 tablespoons =
8. 1 tablespoon =
9. 1 fluid pint =
10. 12 pieces =

B. Select the correct answer by writing TRUE or FALSE for the following statements.

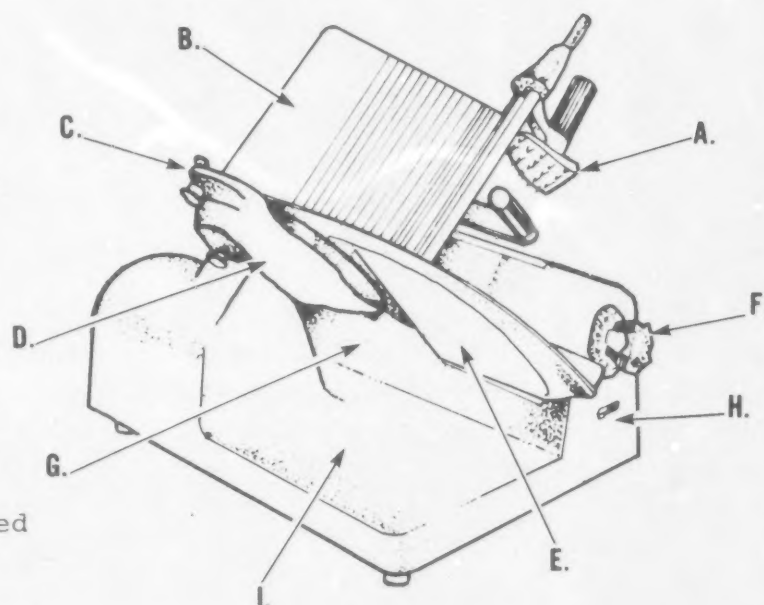
- _____ 1. Place the weight indicator at zero.
- _____ 2. Center the scoop on the right hand platform.
- _____ 3. Balance the scoop by placing the weights on the platform.
- _____ 4. Weights are placed in the scoop to the left hand side.
- _____ 5. After weighing, return the scale to the balanced position.

SHORT ORDER COOK

INFORMATION SHEET 5--OPERATION OF THE
FOOD SLICER AND SAFETY METHODS

I. Food Slicer parts

- A. Food holder
- B. Food carriage
- C. Blade guard
- D. Blade or slicer knife
- E. Gauge plate
- F. Blade control indicator
- G. Scrap tray
- H. OFF and ON control switch
- I. Receiving tray

II. Types of foods sliced
on the Food Slicer

- A. Meats
- B. Fruits and vegetables
- C. Cheese
- D. Bread
- E. Hot or cold foods

III. Safety and maintenance

- A. Always use manufacturer's manual for complete instructions.
- B. Keep the blades sharp for best slicing results.
- C. The blade guard should be used at all times.
- D. Keep your hands away from the blade when the machine is in operation.
- E. Keep the machine unplugged when not in use.
- F. Adjust the machine with dry hands.
- G. Be sure the cord is dry and grease-free.

IV. Daily care and cleaning procedures

- A. When cleaning the machine, the switch is at the OFF position and the plug is pulled out.
- B. Set the blade control indicator at zero (0).
- C. When cleaning a slicer, do not allow water to come into contact with motor.
- D. Wipe the gauge plate with a hot detergent solution, rinse, and dry.

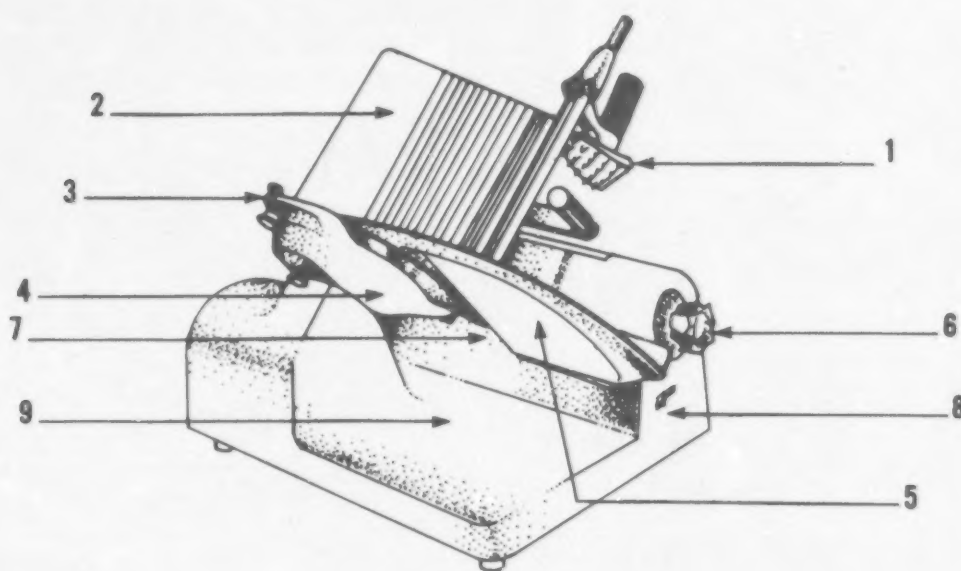
(CAUTION: Be careful when cleaning the blades.)

- E. Wash the blade guard in a hot detergent solution, rinse, and dry.
- F. Wash the other parts in a hot detergent solution, and dry.
- G. Replace parts.
- H. Cover with plastic or a clean towel.

SHORT ORDER COOK

ASSIGNMENT SHEET 6--OPERATION OF THE FOOD SLICER
AND SAFETY METHODS

- A. Identify the different parts of the food slicer on the drawing below.



- B. Select the correct answer by writing TRUE or FALSE in the blanks.

- _____ 1. When cleaning the slicer, do not allow water to come into contact with the motor.
- _____ 2. The blade guard should be used at all times.
- _____ 3. Always consult the manufacturer's instruction guide for complete instructions.
- _____ 4. Keep the machine unplugged when not in use.
- _____ 5. The slicer may not be used to slice hot or cold foods.
- _____ 6. The slicer may be used to slice fruits, vegetables, and meats.
- _____ 7. You can clean the slicer with the water running if you are careful.
- _____ 8. Sharp blades are not important.

- _____ 9. Hot water may be used to clean the slicer.
- _____ 10. It doesn't matter if the cord has water or grease on or about it.

C. Select the best answer by choosing the correct letter from the statement below.

- _____ 1. Always use the manufacturer's manual for
 - (a) complete instructions
 - (b) reading pleasure
 - (c) confusion
 - (d) something to do
- _____ 2. The blade guard should be used
 - (a) for shaving
 - (b) at all times
 - (c) for insurance
 - (d) safety
- _____ 3. The commercial slicer may be used for
 - (a) slicing meats
 - (b) fruits
 - (c) vegetables
 - (d) all of the above
- _____ 4. To clean the slicer, set the blade indicator at
 - (a) zero
 - (b) the OFF position
 - (c) the receiver tray
 - (d) none of the above
- _____ 5. To wash the blade guard, immerse it in
 - (a) a powerful cleaning solution
 - (b) cold water
 - (c) hot detergent
 - (d) strong coffee

- _____ 6. When cleaning a slicer, do not allow water to come into contact with
- (a) your hands
 - (b) the motor
 - (c) soapy water
 - (d) sand
- _____ 7. When the cleaning of the slicer is completed, cover it with
- (a) plastic or a clean towel
 - (b) dirt
 - (c) grease
 - (d) water
- _____ 8. Keep your _____ away from the blade guard when the machine is in operation
- (a) plate
 - (b) bread
 - (c) hands
 - (d) napkin

SHORT ORDER COOK

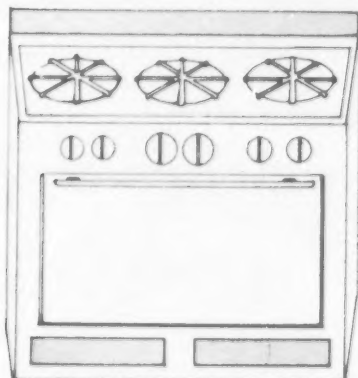
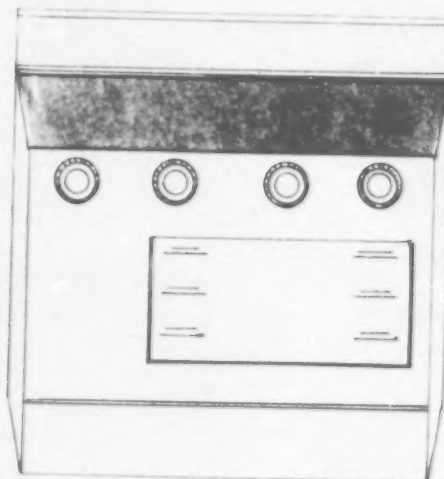
INFORMATION SHEET 6--TYPES OF OVENS AND SAFETY METHODS

I. Electric oven operation

- A. Turn knob to right temperature.
- B. Turn switch to ON position.
- C. Allow the oven to preheat before placing food in the oven.

(NOTE: Oven will not preheat any faster when it is set at a higher temperature.)

- D. For the proper circulation of heat, place the cooking pans two inches from sides of oven.
- E. To prevent heat escape, close vent control completely.
- F. For a better product, avoid opening and closing door during baking.



II. Gas oven operation

- A. Turn on main burner valve.
- B. Adjust thermostat to temperature given on recipe.

III. Cleaning ovens

- A. Turn all ovens OFF before cleaning.
- B. Clean outside of oven with warm water and detergent.

- C. Clean inside with damp cloth.

(CAUTION: Electric and gas ovens must be turned OFF when cleaning.)

- D. Clean crumbs from return passage.

IV. Safety

- A. If the pilot is out on a gas-operated oven, DO NOT close the oven door. To re-light the pilot, light a match, then turn on the gas.

- B. DO NOT rest heavy pans on the door.

(NOTE: This may cause the hinges to spring and prevent the door from closing tightly.)

V. Microwave oven operation

- A. Turn power switch to the ON position to heat the unit.

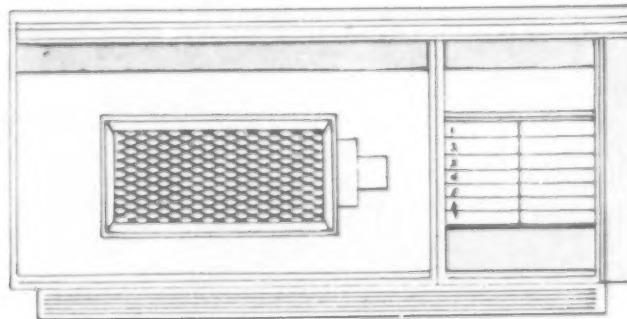
- B. Generally, the oven turns off automatically when the time set is completed.

- C. Types of food containers to be used in the microwave oven are glass, paper, or ceramic.

(NOTE: Check owner's manual or see your supervisor before using any type of container in the unit.)

- D. Avoid the use of plastic containers. Some plastics give off bad odors that would affect the taste of the food being prepared.

- E. Microwave ovens may be used for reheating and defrosting foods.



VI. Cleaning

- A. Be sure the oven is turned OFF.

- B. Wipe all metal parts with a clean cloth and a water-detergent solution.

- C. Dry with a clean and soft cloth.

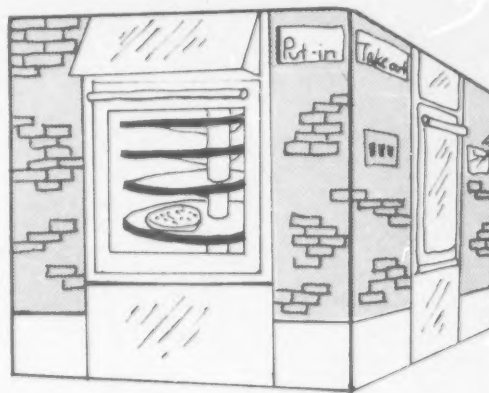
VII. Safety

- A. Foods such as potatoes, apples, and weiners must be punctured with a fork to prevent them from exploding.
- B. A sign must be posted to tell when a microwave oven is in use.
- C. Do Not use plastic or styrofoam containers in unit.
- D. Do Not use metal containers or foil. Metal containers may damage the unit.

VIII. Pizza oven operation

(NOTE: The pizza oven reaches a hotter temperature than a regular oven.)

- A. Turn on the oven.
- B. Adjust oven temperature to 575°-600°.
- C. Cook pizza according to the manager's directions.



IX. Cleaning

- A. After the oven has cooled, scrape the interior with a wire brush.
- B. Wash the exterior surfaces with a warm detergent solution.
- C. Polish the stainless steel surfaces with a nonabrasive, stainless steel cleaner.
- D. Scrape the racks with a wire brush and wash them with a hot detergent solution.

SHORT ORDER COOK

ASSIGNMENT SHEET 7--USE OF OVENS AND SAFETY METHODS

- A. List the steps for the operation of a gas oven.
- B. List the steps for the operation of an electric oven.
- C. Make a general list for cleaning ovens.
- D. List the steps for the safe use of a microwave oven.
- E. List the steps for cleaning a microwave oven.

- B. List the steps for the operation of an electric oven.

- C. Make a general list for cleaning ovens.

- D. List the steps for the safe use of a microwave oven.

- E. List the steps for cleaning a microwave oven.

IV-40

F. List the steps for cleaning a pizza oven.

G. Make a list of the ovens used at your work station.

SHORT ORDER COOK

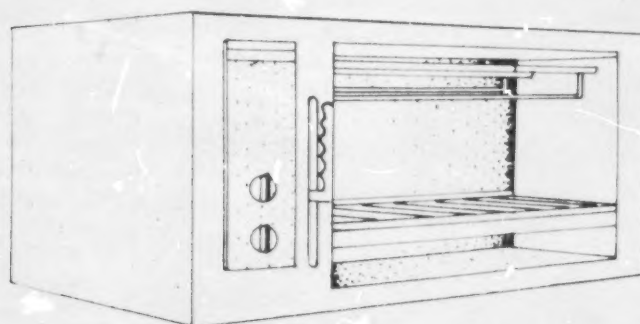
INFORMATION SHEET 7--COOKING METHODS

I. Broiling

Broiling is a popular method of dry heat cooking which is done by direct heat over coals, such as charcoal or briquettes, or under a gas flame or electrical unit.

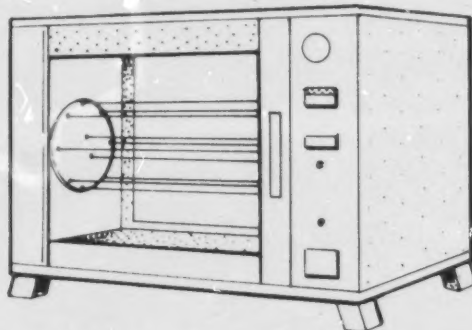
A. Operation of a gas or electric broiler

1. Preheat 15 minutes before cooking time.
2. Marinate, dip, or brush meat with oil/or seasoning before placing the food on the grill.
(NOTE: Oil on the meat prevents sticking, dryness, and cracking while also giving the surface a good color.)
3. Turn the heat or flame to the highest point.
(NOTE: Adjusting the distance of the meat from the flame will control the cooking rate.)
4. Pull the grill out and place the meat on the grill.
(NOTE: The heat is above the grill on most broilers except charcoal type.)
5. The meat must be turned during the cooking process so both sides are cooked.



6. Serve on hot plates or platters.
7. Do not overcook meats on a broiler because they will become dry and lose their natural flavor, juices, and nutritional values.

8. Leave the broiler on low heat when cooking is completed so it will be ready to use if needed again.
9. Rotisserie broilers are used by some restaurants where barbecued foods are served.



10. For large quantities of sandwiches, a conveyor belt may move meat and buns across the surface of the broiler.
- B. Maintenance of a broiler
1. Let broiler grill cool before cleaning.
 2. Remove grill and use a wire brush on both sides of the grill.
 3. Wipe with an oiled cloth to prevent sticking.
 4. Clean the other parts of the broiler with a hot detergent solution using a clean cloth.
 5. Rinse with warm water and a clean cloth.
 6. Dry with a clean cloth.
 7. Clean grease traps and trays.
 8. Ashes must be removed on charcoal broilers.
- C. Accessory tools and equipment for the broiler
1. A large turning fork is used for turning meats.
(NOTE: Care must be taken to insert the fork only slightly at the edge of the meat. This prevents the bleeding of the natural juices.)
 2. The spatula is used for soft meats or other soft foods.

II. Cooking on the grill

Grilling is a way of cooking on a solid surface where the meat, eggs, fish, vegetables, breads, or pancakes are cooked but not exposed to an open heat.

A. Operation of the grill

1. Season the grill before using.
2. Temperatures should be between 350°-400°.
3. Cook the food as ordered by the customer.

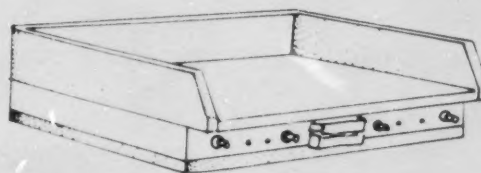
B. Maintenance of the grill

1. Season the grill

- a. Preheat to 300°.
- b. Use a clean, dry cloth to spread a light coat of unsalted coating oil over the grill.
- c. Let the oil stand for approximately 12 minutes.
- d. Wipe the grill clean.
- e. Repeat the process until the surface of the grill is slick.
- f. Wipe off the excess cooking oil.
- g. If dull spots occur after cooking, wipe the surface with an oiled cloth until the grill shine returns.

2. Cleaning the grill

- a. Allow the grill to cool.
- b. Scrape the surface with a stiff metal scraper or spatula.
- c. Clean the grill with a grill or pumice stone.
- d. Wash the grill with a damp cloth and dry it with paper towels, cloth, or burlap.
- e. Remove the grease tray and empty the grease.
(CAUTION: Never allow the tray to become over half-full. It is a fire hazard.)
- f. Wash in a hot detergent solution and dry with clean cloth.
- g. Wipe off controls, stainless steel and chrome surfaces with a damp cloth and mild detergent solution or a vinegar and water solution.

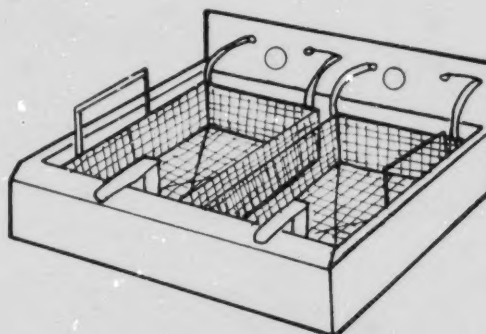


III. Cooking with the deep fat fryer

Deep fat frying is a method of cooking foods by putting them in very hot fat.

A. Foods cooked in deep fat fryers

1. French fries
2. Onion rings
3. Shrimp
4. Fish fillets
5. Chicken
6. Chicken-fried steak
7. Taco shells



B. Operation of the deep fat fryer

1. Turn the fryer on and set the temperature control at 350°.

(NOTE: This is the temperature where the fat should be held.)

2. Select the proper temperature for foods to be fried.

(NOTE: Generally, all foods are fried from 350° to 400°.)

3. Drain off excess moisture from foods that have been soaking in water before frying.

(CAUTION: Hot grease and water are explosive!)

4. Bread the food item if desired.

(NOTE: Many food items come already breaded.)

5. Remove excess breading from food before placing in fryer.

(NOTE: This can be done by simply shaking. This prevents the loose crumbs from falling into the fat.)

6. Lower the baskets into the grease and cook until the basket automatically lifts or the bell rings to signal the end of the frying cycle.

7. Drain and remove the food items to an open holding container or to a serving dish.

(NOTE: A closed holding container will make some foods soggy and greasy.)

C. Selection of fats and oils

1. Type of frying mediums (fats or oils)

- a. Lard
- b. Rendered beef fats
- c. Vegetable shortenings
- d. Vegetable oils

2. Good qualities of frying mediums

- a. They do not smoke under low temperatures.
- b. They do not pass on the flavors of different foods.

(NOTE: Peanut oil or corn oil is an excellent medium.)

3. Care of frying mediums

- a. Place oil in a clean frying unit.

(NOTE: Most deep fat frying units will hold from 20 to 50 pounds of shortening.)

- b. Heat the oil slowly.

(NOTE: Oil will expand as it is heated.)

- c. The level must be kept between the "refill" and "full" marks.

- d. Remove the pieces of batter or breading material that have come loose in the fryer by a slot spoon.

(NOTE: If left in the oil, these food bits will cause the fat to discolor and take an unpleasant flavor.)

- e. Drain and filter the oil daily.

(NOTE: This prolongs the life of the oil.)

- f. Dark and strong-smelling oils will not hold a constant frying temperature.

- g. Add new oil as needed to maintain the correct level in the fryer.

(CAUTION: If the oil gets below the heating elements, a potential fire hazard is created.)

D. Conditions that affect fat absorption of foods

1. The quality and condition of the fat or oil.
2. The fat or oil temperature.

(NOTE: Too low temperature causes excessive absorption.)

3. Cooking time.

(NOTE: Cooking foods too long causes excessive absorption.)

4. Food composition.
5. Exposed surface area of the food in the cooking fat.

E. Cooking advantages from deep fat frying

1. It adds color and variety to the menu.
2. It is popular with the customer.
3. The process is suitable to low-cost food items.
4. The actual cooking time is short.

F. Maintenance of the deep fat fryer

1. The area around the fryer must be kept clean and free of grease.

(NOTE: This may be done by keeping the controls, stainless steel, and chrome surfaces wiped clean with a mild detergent solution or a vinegar and water solution.)

2. To clean the fryer, you should:

- a. Turn the unit OFF.
- b. Filter the warm fat.
- c. Scrub the heating elements with a soft brush.
- d. Fill the unit with water and detergent and bring the solution to a boiling point.

(NOTE: The solution should boil for 15-20 minutes.)

- e. Drain and rinse with clear water. Repeat the rinse process twice.
- f. Dry the inside of the fryer and baskets well and refill it with clean, filtered oil.

SHORT ORDER COOK

ASSIGNMENT SHEET 8--COOKING METHODS

A. List the steps for operating a broiler.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

B. Select the best answer by choosing the correct letter from the multiple choices below.

- _____ 1. When operating a grill you should _____
- a. ask for help
 - b. bring the temperature between 350°-400°
 - c. just start cooking
 - d. check the menu
- _____ 2. In cleaning the grill _____
- a. allow it to cool
 - b. clean it with a pumice stone
 - c. wash it with a damp cloth, then dry
 - d. all of the above
- _____ 3. To season the grill means _____
- a. letting the grill age
 - b. adding spices to the grill
 - c. preparing the grill for operation
 - d. giving the grill a holiday
- _____ 4. To clean the grill _____
- a. remove the tray and empty the grease
 - b. wash and dry the grill
 - c. throw hot water on the grill
 - d. both a and b
 - e. both b and c

- _____ 5. Avoid using cleaning materials that
- a. you don't like
 - b. don't smell good
 - c. may scratch or mar the surface of the grill
 - d. none of the above

C. Answer the following TRUE or FALSE

- _____ 1. The area surrounding the fryer must be kept clean.
- _____ 2. To clean the fryer, you must turn it off.
- _____ 3. To scrub the unit, any type brush can be used.
- _____ 4. In boiling the water and detergent solution , it should be boiled for one hour.
- _____ 5. After the fryer is cleaned out, fill it with clean, filtered oil.

SHORT ORDER COOK

ASSIGNMENT SHEET 9--DEMONSTRATE THE USE AND
CARE OF THE BROILER OR GRILL

Directions: Work individually or in teams of two or three and prepare a simple food on the broiler or grill.

(EXAMPLE: Hamburger patties or toasted cheese sandwiches)

Have other classmates observe your safety procedures and work habits. Evaluate your own work habits.

SHORT ORDER COOK

INFORMATION SHEET 8--CONVENIENCE FOODS

I. Convenience foods

- A. A convenience food requires little preparation at serving time because it has been partially prepared already.
- B. Convenience foods are used in fast food restaurants because they are easy and fast to prepare.
- C. Convenience foods are available in several forms: fresh, frozen, freeze-dried, dehydrated, and canned.
- D. Portions of convenience foods are all the same size.

II. Work stations in Fast Food restaurants

- A. A fast food restaurant kitchen is an assembly line.
- B. The food passes from one work station to another until it is completed and ready to serve.
- C. Each worker is responsible for his or her own work station.

(NOTE: You may be asked to assist others during busy times or asked to do other jobs such as restocking during slow times.)

III. Storage of convenience foods

- A. Perishable foods (such as meat and dairy products) are stored in the refrigerator or freezer until needed.
- B. Non-perishable foods are stored in a cool, dry place near the work station where they will be used.
- C. Newly arrived items are placed behind older stock so that the older items are used first.

(NOTE: This is called "stock rotation" or "first in--first out" system.)

- D. Store meats so air can circulate around all surfaces.
 - E. Store fish in a well-insulated fish box surrounded by ice and away from other foods.
 - F. Store foods immediately after receiving them.
- (NOTE: Perishable foods should be stored first.)
- G. Check food daily for spoilage and to identify foods which need to be used immediately.

IV. Purposes of storing food in refrigerator or freezer

- A. To prevent spoilage.
- B. Improves the taste of some foods.
- C. Preserves food for a longer period of time.
- D. Improves texture and adds crispness.

V. Using and maintaining the refrigerator and freezer

- A. Maintain the refrigerator at a temperature below 45°F to prevent spoilage of foods.
- B. The freezer temperature should be maintained at 0° or below.
- C. Containers should be dry and covered before they are placed in the refrigerator.
- D. Doors should be opened only when necessary.

(NOTE: Outside air carries moisture and causes frost to form.)

CAUTION: DO NOT OPEN THE FREEZER DOOR if the current goes off.

- E. Hot food should be placed in the refrigerator to speed cooling.
- F. Do not obstruct mechanical units. Place food so that it does not crowd the cooling unit.
- G. Bring older foods towards the front so that they will be used first.

VI. Cleaning the refrigerator and freezer

- A. Clean the refrigerator daily by wiping up any food that spills.
- B. Wipe the inside and outside of the door of the refrigerator and freezer and door gaskets with a damp cloth.
- C. Once a week wash the outside of the freezer and the refrigerator with a hot detergent solution. Rinse with a sanitizing solution and dry the surface.

SHORT ORDER COOK

ASSIGNMENT SHEET 10--PREPARATION OF FOOD

Directions: Visit a fast food restaurant and observe a demonstration by an employee on preparation of hot sandwiches.

NOTE: Were meat patties formed by the food-service worker or purchased frozen? How were other ingredients prepared and stored? What steps were followed?

When you return to class, list the steps used in hot sandwich preparation.

SHORT ORDER COOK

ASSIGNMENT SHEET 11--USING CONVENIENCE FOODS

A. Directions: Answer each of the following questions concerning the use of convenience foods.

1. Why are convenience foods used in most fast food restaurants?

2. Why are newly arrived items placed behind older stock?

3. What do you do with the freezer if the current goes off at your work station?

B. Explain how to store convenience foods.

C. List the measures used to maintain the refrigerator and freezer.

SHORT ORDER COOK

INFORMATION SHEET 9--COLD SANDWICHES

I. Terms

- A. Sandwich--two or more slices of bread with filling between them.
- B. Spread--a food like butter, margarine, or mayonnaise used on bread.
- C. Margarine--a food made of fats and oils.
- D. Filling--a food like meat, cheese, or egg salad used in a sandwich.

II. Sandwich ingredients

A. Bread

- 1. Sliced

(NOTE: white, whole wheat, rye)

- 2. Rolls or buns

B. Spread

- 1. Softened, not melted, butter or margarine
- 2. Mayonnaise
- 3. Mustard

C. Filling

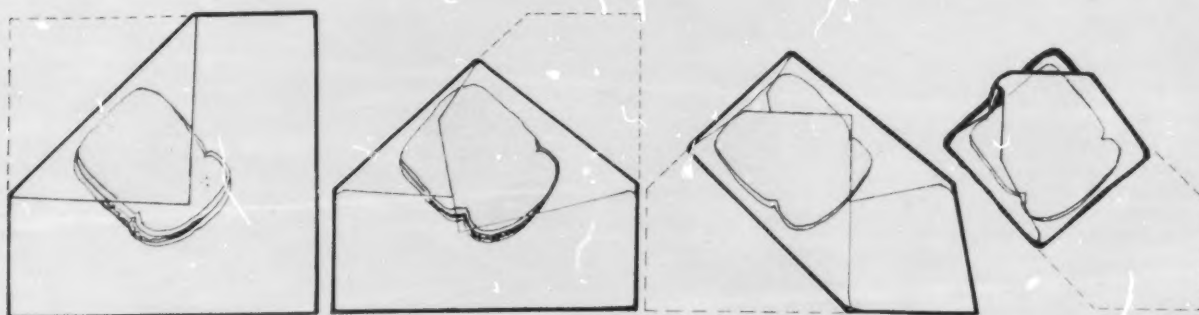
- 1. Gives taste to sandwich.
- 2. Should cover, but not hang over, the bread.

III. Tools required

- A. Large trays--used to hold the slices of bread.
- B. Sandwich spreader--used to spread the butter, margarine, or mayonnaise and some fillings.
- C. Scoop--used to place fillings on bread.
- D. Tongs--used to place meat or cheese on the bread.
- E. Cutting board--used when slicing sandwiches.
- F. Thin, sharp knife--used to cut sandwich in half.
- G. Wax paper--used to wrap sandwiches.

IV. Steps in making sandwiches

- A. Place slices of bread in a double row on a tray.
- B. Spread bread with softened butter, margarine, or mayonnaise.
- C. Place filling on every other row of bread.
- D. Spread the filling.
- E. Close the sandwiches, using both hands.
- F. Place three sandwiches in a stack.
- G. Slice through the stack to cut in half.
- H. Wrap the sandwiches.



V. Standards for sandwich preparation

- A. Bread, filling, and garnishes should be fresh.
- B. Fillings should be pleasantly flavored, tender in texture, and easily eaten.
- C. Chopped fillings should be spread evenly and neatly--not messily.
- D. Soft fillings should also contain crisp material.
(EXAMPLES: Celery or cucumber)
- E. One-third to one-half of the total sandwich should be filling.
- F. Fillings should not hang over the edges.
- G. Sandwich should be made so that it can be picked up without losing the filling.
- H. Sandwiches should be cut neatly into equal parts.

VI. Storage of sandwiches

- A. Store in the refrigerator.
- B. Cover sandwiches with a damp cloth to keep them from drying out.
- C. The longest length of time sandwiches should be stored is 12 hours at 40°F.
- D. Some sandwiches can be frozen, depending on the filling.
- E. Individually wrapped sandwiches may be stacked three high.
- F. Unwrapped sandwiches may be stacked two high.
- G. Sandwiches with moist fillings may get soggy when stacked.

SHORT ORDER COOK

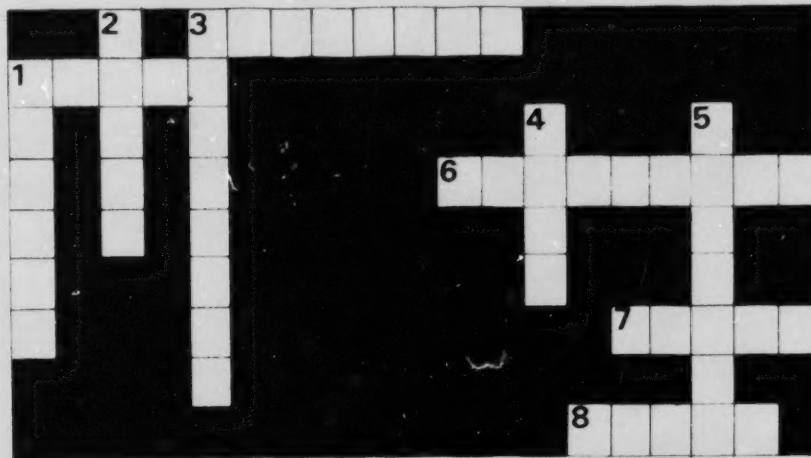
ASSIGNMENT SHEET 12--EXPLAIN COLD SANDWICH PREPARATION

- A. Name and describe the three main ingredients for cold sandwiches.
- 1.
 - 2.
 - 3.
- B. Spell correctly and describe the four terms related to sandwich-making in your information sheet.
- 1.
 - 2.
 - 3.
 - 4.
- C. Draw a series of pictures that show the steps used in making cold sandwiches.
- D. List 8 standards for sandwich preparation.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.

SHORT ORDER COOK

ASSIGNMENT SHEET 13--SANDWICH TERMS

Directions: Fill in the correct terms in the crossword puzzle.

Across

1. Used to place filling on bread.
3. Two or more slices of bread with filling between them.
6. A food made of fats and oil.
7. A thin, sharp _____ is used to cut sandwiches.
8. Used to place meat or cheese on bread.

Down

1. A food like butter or margarine that is spread on bread.
2. A cutting _____ is used to slice sandwiches on.
3. Is used to spread butter or bread.
4. Is used to lay out slices of bread.
5. Gives character to the sandwich.

SHORT ORDER COOK

INFORMATION SHEET 10--SALAD INGREDIENTS AND PREPARATION

I. Types of salads

- A. Molded salad--made with plain gelatin or gelatin dessert base.
- B. Tossed salad--made of greens, grated carrots, sliced cucumbers, diced tomatoes, and other vegetables.
- C. Fruit salad--made with fresh or canned fruits.
- D. Frozen salad--made with whipped cream, cream cheese, or cottage cheese as a base.

II. Things to think about when using salad ingredients

- A. Plan suitable combinations of color, flavor, and texture.
- B. Handle ingredients carefully.
- C. Arrange ingredients to look nice.
- D. Be sure everything is clean, fresh, tender, crisp, and chilled.

III. Salad greens used in making salads.

- A. The most commonly used green is iceberg lettuce.
- B. Other lettuces are butterhead, bibb, romaine, curly endive, and escarole.
- C. Turnip and mustard greens, spinach, and green or red cabbage may be used.

IV. Preparation of salad greens.

- A. Wash greens carefully in warm, running water to remove dirt and insects.
- B. Remove tough skins, outer leaves, and damaged leaves.
- C. Remove lettuce core by hitting the core sharply on the counter; twist and remove it.
- D. Run water into the core hole and separate the leaves.
- E. Turn core end down to drain.
- F. Crisp greens in refrigerator, or cover with towel and ice.
- G. Tear with hands, or use stainless steel knives to separate greens.

V. Preparation of vegetables

- A. Fresh or cooked vegetables may be used.
- B. Keep vegetables away from the air to maintain taste, and do not cut too small or mix too much.
- C. Remove parts that cannot be eaten.
- D. Always drain before using.
- E. Wash, pare, core, and cut into desired shape with a sharp stainless steel knife.

(NOTE: To skin a tomato, dip it in hot water until skin is loose, then dip in cold water, and slip off skin.)

VI. Storage of vegetables

- A. Store in the refrigerator until ready to use.
- B. Place in a container and cover with a damp cloth before refrigerating.

(NOTE: If vegetables become wilted, bag with ice and refrigerate for a few minutes.)

VII. Preparation of fruits

- A. Fresh, raw, canned, or dried fruits can be used.
- B. Some fruits turn dark when exposed to air.
(EXAMPLES: bananas, apples, pears, and avocados)
- C. Fruits that turn dark should be dipped in acid solution.

(NOTE: Proper acid solutions include lemon juice, fruit juice, vinegar and water, or citric acid and water.)

- D. Clean, pare, and pit or core fruits.
- E. Cut into desired shapes, using a stainless steel knife.
- F. Store in a covered container in the refrigerator.

VIII. Proteins used in salads

- A. Meat, poultry, fish, cheese, and eggs
- B. Meat soaked in vinegar and oil with spices adds flavor.

(NOTE: Salads are a good use for leftovers.)

IX. Four basic parts of a salad

- A. The base or underliner is usually a leafy green vegetable.
- B. The body is the main part of a salad (tossed vegetables, fruit, gelatin, or protein).
- C. Garnish to make the salad more attractive (carrot curls, olives).
- D. Dressings provide seasoning to salad.

SHORT ORDER COOK

ASSIGNMENT SHEET 14--SALAD PREPARATION

- A. Make a poster showing the four types of salads discussed in the information sheet. You may cut the pictures from magazines. Label each picture as to the type.
- B. Explain how to core lettuce.
- C. Tell how to peel a tomato.
- D. What salad ingredients are used at your work station? How are they prepared?

SHORT ORDER COOK

INFORMATION SHEET 11--PREPARING DRINKS

I. Preparing coffee

A. Urn type

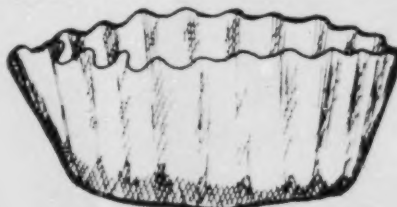
1. Check all equipment for cleanliness.
2. Measure the correct amount of coffee into the filter.
(NOTE: Approximately one pound of coffee to two and one-half gallons of water.)
3. Spread the coffee evenly over the filter.
4. Pour hot water in a circular motion over all of the coffee grounds.



5. Remove the grounds in the filter when the water has dripped through.
6. Keep the temperature of the coffee between 185° and 190°.

B. Individual pot type

1. Check equipment for cleanliness.
2. Place a filter in the filter holder.



COFFEE FILTER

3. Place the correct amount of coffee evenly in the filter.

(NOTE: Often individual bags with the correct amount of coffee are used to eliminate the need for measuring.)

4. Pour the water through the heating element vat.

(NOTE: Check to see if the heating element switch is "ON" and the brewing light is "ON".)

5. If the coffee is too weak or strong, check with your supervisor or re-read directions on the coffee package.



(NOTE: Do not pour coffee back through the heating element vat.)

C. Freeze-dried

1. Place correct amount of coffee in the cup.

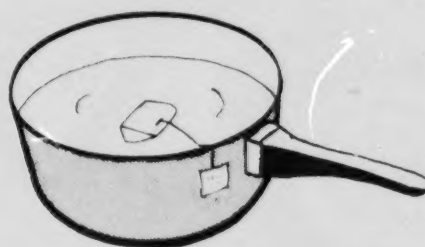
(NOTE: Freeze-dried coffee often comes in premeasured packages. If not, read directions on the coffee container and measure the correct amount.)

2. Add hot (boiling) water.
3. Stir until mixed.

II. Preparing tea

A. Brewed tea

1. Check equipment for cleanliness.
2. Fill pot with the amount of water needed to make tea.
3. Place the pot of water on the burner and bring to a boil.
4. Place tea bags in a container that will hold all the water.



5. Pour the water over the bags.
6. Allow the tea to simmer (steep) for five minutes.
7. Serve the tea as requested.
 - a. hot in a cup.
 - b. iced in an eight-ounce glass.

B. Instant tea

1. Check equipment for cleanliness.
2. Read directions on the jar of instant tea.
3. Place the proper measure of tea in an eight-ounce glass.
4. Add cold water and stir.
5. Serve as requested.

III. Preparing soft drinks

A. Prepare the counter.

1. Provide different sizes of cups.
2. Have straws and lids available.

B. Check the CO₂ tank.

1. Lines should be clean and well tightened.
2. The tanks should be securely fastened to the wall or drink machine.
3. Make sure the valve on the CO₂ tank is closed when connecting or disconnecting the line.
4. Be sure to connect the CO₂ line to the valve marked "IN" on the syrup can.

C. Prepare the soft drink.

1. All cups, lids, straws, and drink ingredients should be readied before the shift begins.

(NOTE: Drinks should not be made up ahead of time because they will become watery.)

2. Select the proper sized cup that the customer requests.

(NOTE: Be familiar with the sizes and prices of all drinks.)

3. Fill the cup about 3/4 full with crushed ice.

4. Hold the cup under the spout of the selected drink and press the release lever.

(NOTE: The carbonated water and syrup mixture will flow into the cup.)

(CAUTION: Be careful not to overfill the cup.)



5. Place a lid on the cup at the customer's request

(CAUTION: Do not pick up the cups by the lids because the drinking surface of a cup should not be touched and the lid may come off.)

6. Keep the counter stocked with cups, ice, and other materials as they are taken by the customer.

7. Change the CO₂ and syrup tanks as soon as they become empty.

SHORT ORDER COOK

ASSIGNMENT SHEET 15--EXPLAIN DRINK PREPARATION

Directions: Use your information sheets and your experience on your training station to answer the following questions.

- A. Describe methods used to make coffee.
- 1.
 - 2.
- B. Describe two ways restaurants prepare tea.
- 1.
 - 2.
- C. Describe the process used on your training station to prepare soft drinks.
- D. At what temperature should you keep coffee?
Between _____ and _____.
- E. The gas used to force the syrup from the tanks to the fountain is _____.
- F. When a business serves a large volume of coffee, the coffee should be brewed in an _____.
- G. The first thing you place in a cup when making a soft drink is the _____.
- H. When making coffee in the urn, you usually place _____ gallons of water for each pound of coffee.
- I. When brewing tea, you should allow it to simmer for _____ minutes.
- J. Soft drinks made up ahead of time will become _____ before serving.

- K. Drinks being placed in bags or boxes should have _____ placed on them.
- L. Restocking the counter with cups, straws, lids and other items should be taken care of _____.

SHORT ORDER COOK

ASSIGNMENT SHEET 16--SOLVE DRINK-MAKING SITUATIONS

Directions: Write the correct answer for each of the questions below about drink preparation. Use your information sheet or your experience on your training station to solve each question.

- A. Most restaurants use CO₂ to force soft drink syrups to the dispensing fountain. It is stored in the large tanks or cylinders which, if handled carelessly, may explode and cause serious injury. What precautions are taken on your training station to see that no accidents occur?
- B. Often drinks are made up slightly in advance of serving them. If too many drinks are made up long before they are served, what happens to them?
- C. Most syrup tanks have similar markings. How are the syrup tanks on your training station marked to help you hook up the proper lines to the proper valves?

- D. Lids are placed on drinks ordered to go. Why should you not handle the drinks by the lids?
- E. Many restaurants will assign one person to make just the drinks for customers on the serving line. When no customers are coming through, what should you do?
- F. Different restaurants have different policies on how much ice to put in a cup when preparing drinks. What policies does your training station have concerning drink preparation?

SHORT ORDER COOK

INFORMATION SHEET 12--GENERAL CLEANING

- I. Goals of sanitation
 - A. To prevent disease.
 - B. To prevent food poisoning.
 - C. To prevent food spoilage.
 - D. To prevent bad odors and off-flavors.
- II. Reasons for cleaning
 - A. To keep equipment operating and repair cost down.
 - B. To keep the quality of food high.
 - C. To keep the customers satisfied.
 - D. To keep utensils and equipment clean and bacteria free.
- III. Elements of cleaning
 - A. Water
 - B. Friction or heat
 - C. Wetting agent
(EXAMPLE: Soap)
 - D. Physical effort
- IV. Elements of sanitation
 - A. Chemicals
 - B. Temperature
- V. Control measures against germs
 - A. Keep foods at 40°F or below.
 - B. Keep foods over 140°F.
 - C. Control the conditions which could be favorable to germ development such as warmth, food, and moisture.

VI. Possible diseases from improper cleaning and food care and the source

- A. Trichinosis--undercooked pork.
- B. Dysentery--defective plumbing, water contaminated at its source, and food contaminated by flies or unwashed hands.
- C. Typhoid Fever--contaminated milk, water, or shell fish; food contaminated by flies or unwashed hands.
- D. Diphtheria--improperly washed dishes or silverware; coughing or sneezing.

VII. Cleaning burned-on foods and grease

- A. Soak in hot soapy water.
- B. If food deposits remain, use a scouring powder mixed into a paste with steel wool or sponges.
- C. If stainless steel wool or sponges are used, rinse away any particles left on the surface.
- D. To scrape grease or burned-on foods from stainless steel, use stainless steel, wood, plastic, or rubber tools.
- E. DO NOT use ordinary steel scrapers or knives on stainless steel.
- F. When using scouring powders, rub in the direction of the polish lines to prevent cross-scratching.
- G. DO NOT allow foods or seasonings that contain table salt to stand too long. This will cause the stainless steel to pit.

(EXAMPLE: These types of foods are ketchup, mustard, and mayonnaise.)

VIII. Cleaning scale and hard water films

- A. Light, straw-colored films
 - 1. Flush thoroughly with clean water.
 - 2. Swab on a diluted solution of mild phosphoric or oxalic acid-type cleaner.
 - 3. Allow to stand 15 to 20 seconds.
 - 4. Rinse with clean water.
 - 5. Dry with a soft cloth.
 - 6. Repeat as necessary to completely remove film.

B. White streaks from hard water and harsh detergents

1. Flush thoroughly.
2. Swab with mild acid-type cleaner.
3. Allow to stand 15 to 20 seconds.
4. Rinse with clean water.
5. Dry with a soft cloth.
6. Repeat as necessary.
7. If not satisfied, rub on paste made from scouring powder and water.
8. Allow to dry.
9. Wipe off excess powder with soft cloth.
10. Repeat as necessary to completely remove streaks.

(NOTE: If streaks are not too heavy, one application each of the acid cleaner and scouring powder will remove the heavy scale.)

IX. General rules for clean-up and sanitation

A. Cutting boards and chopping blocks

(NOTE: Wipe down all cutting boards and chopping blocks used in the food preparation with a warm water detergent solution.)

B. Preparation tables

(NOTE: Wipe down all of the preparation tables used in food preparation with a warm water detergent solution.)

C. Utensil cleaning

1. Wash all knives and other utensils used in food preparation.
2. If any utensil is dropped to the floor, wash it before using again.

SHORT ORDER COOK

ASSIGNMENT SHEET 17--PRINCIPLES OF CLEANING

A. List the goals of sanitation.

- 1.
- 2.
- 3.
- 4.

B. Select the correct answer by writing TRUE or FALSE for the following statements.

- _____ 1. A reason for cleaning is to keep equipment operating and repair cost down.
- _____ 2. One element of cleaning is a high pressure wash.
- _____ 3. Keeping the food quality high is another reason for cleaning.
- _____ 4. Cleaning also keeps the utensils and equipment free of bacteria.
- _____ 5. Physical effort is one element of cleaning.
- _____ 6. The customer's satisfaction is a result of cleaning.
- _____ 7. Three elements of cleaning are water, friction, and new equipment.
- _____ 8. Temperature is an element of sanitization.

C. List the four possible diseases from improper cleaning.

- 1.
- 2.
- 3.
- 4.

D. List the control measures against germs.

- 1.
- 2.
- 3.

E. List the cleaning steps for burned-on foods.

1.

2.

3.

4.

5.

6.

7.

F. List the steps for cleaning a light, straw-colored film from the pan.

1.

2.

3.

4.

5.

6.

SHORT ORDER COOK

TEST PART I

1. Match the letter of the term on the right with the correct definition on the left.

- | | |
|---|-----------------|
| _____ a. To improve flavor by adding salt, pepper, or spice. | 1. blend |
| _____ b. To fry, sauté or toast on a solid heated surface or griddle. | 2. baste |
| _____ c. To spoon liquid over food as it cooks. | 3. cube |
| _____ d. To cover and soak food in oil, vinegar, or wine for flavor. | 4. chill |
| _____ e. To cut into small squares. | 5. dusting |
| _____ f. To mix two or three ingredients thoroughly. | 6. deep fat fry |
| _____ g. To cook in a pot containing enough fat to cover food. | 7. grill |
| _____ h. To sprinkle a light coat of flour on pans or work surfaces. | 8. fry |
| _____ i. To cook in fat on a surface burner. | 9. marinate |
| _____ j. To place in a refrigerator or other cool place until cold. | 10. season |

2. Point out the correct cooking terms by writing TRUE or FALSE by the following statements.

- _____ a. Baking is done by using wet heat.
- _____ b. To cube meat means cutting it into squares of the same size.
- _____ c. Chilling is done by placing the food item in a refrigerator or cool place until cold.
- _____ d. Mixing is blending the ingredients.
- _____ e. To sauté means cooking in an uncovered pan in the oven.
- _____ f. A utensil is any tool or instrument used in cooking.

3. Complete the following statements about food preparation by placing the correct word in the blank provided.
- a. A pourable mixture of combined ingredients is a _____.
 - b. To cook by exposing meat to direct heat over a grill or live coals is _____.
 - c. To reduce a food to particles by cutting or crushing is to _____.
 - d. _____ is passing dry ingredients through a screen or sieve.
 - e. To beat a solution rapidly to increase volume and introduce air into the ingredients is to _____ the solution.
 - f. _____ is coating foods with bread crumbs, cracker crumbs, or cornmeal before cooking.
 - g. Mixing ingredients until smooth is to _____.

SHORT ORDER COOK

TEST PART 2

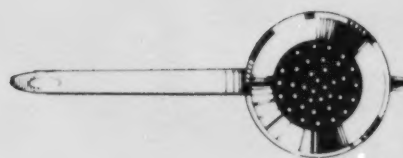
Identify each of the cooking utensils by writing each of the following words in the correct blanks.

French knife
boning knife
butcher knife
slicer
cake knife
food tongs
kitchen fork
ladle

spatula
colander
strainer
measure
measuring spoons
cleaver
grater
skimmer



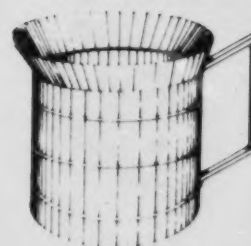
1. _____



2. _____



3. _____



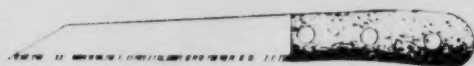
4. _____



5. _____

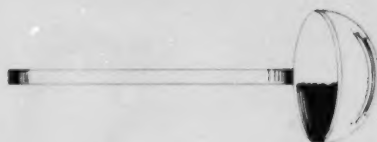


6. _____





8. _____



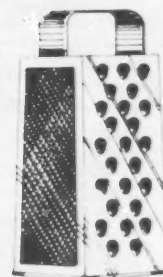
9. _____



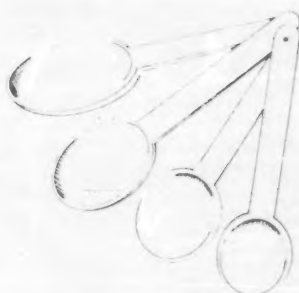
10. _____



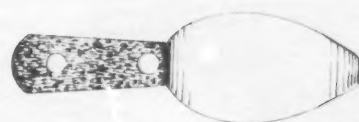
11. _____



12. _____



13. _____



14. _____



15. _____

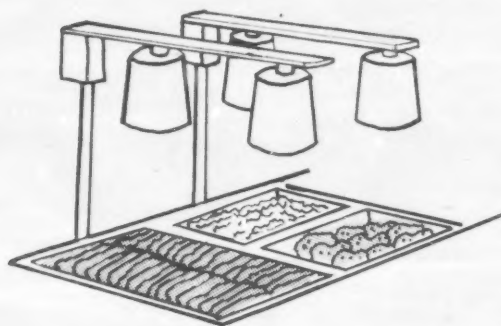


16. _____

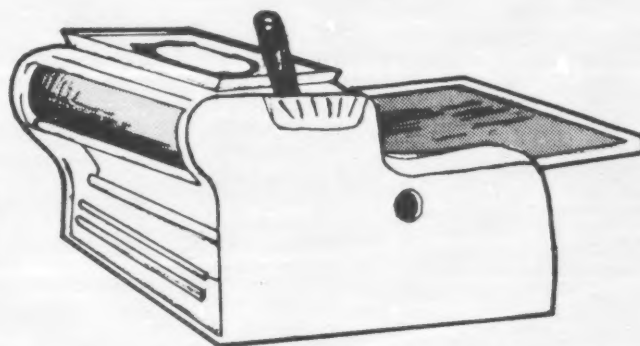
SHORT ORDER COOK

TEST PART 3

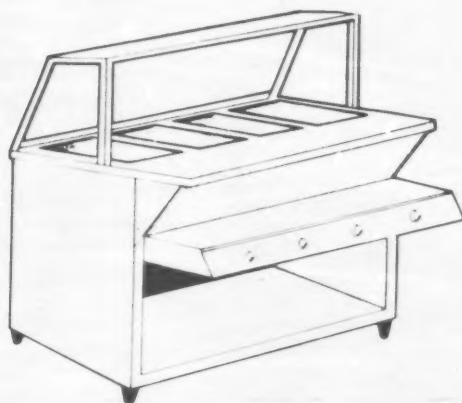
Identify the small equipment that might be used in a fast food restaurant. Explain the use of each in the space provided.



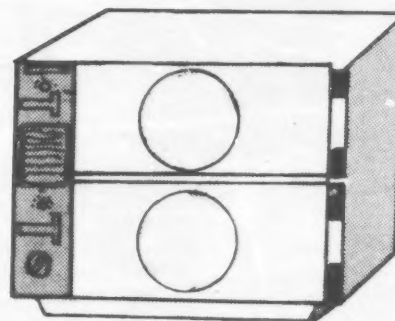
1. _____



2. _____



3. _____



4. _____

SHORT ORDER COOK

TEST PART 4

1. Identify the different cooking abbreviations by matching the correct letter with the correct number.

_____ a. pound	1. Tsp.
_____ b. pint	2. Pt.
_____ c. quart	3. Qt.
_____ d. tablespoon	4. Bch.
_____ e. teaspoon	5. Tbsp.
_____ f. bunch	6. Lb.

2. Select the correct equivalents by writing TRUE or FALSE for the following statements.

_____ a. 1 pinch is equal to approximately 1/8 teaspoon.

_____ b. 1 cup is equal to 4 pints.

_____ c. 2 pints are equal to 1 quart.

_____ d. 3 teaspoons are equal to 1/4 tablespoon.

_____ e. 16 ounces are equal to 1 pound.

_____ f. 1 cup is equal to 1/2 pint.

_____ g. 1 gallon is equal to 1 cup.

_____ h. 16 tablespoons are equal to 1 cup.

_____ i. 2 pounds (water) are equal to 2 fluid quarts.

_____ j. 1 pound (water) is equal to 1 fluid pint.

SHORT ORDER COOK

TEST PART 5

1. Identify the parts that go to the food slicer by placing a check (✓) mark in the blank at the left.
 - _____ a. slicer knife
 - _____ b. blade control indicator
 - _____ c. switch blade
 - _____ d. receiving tray
 - _____ e. crescent wrench
 - _____ f. scrap tray
 - _____ g. gauge plate
2. List the types of foods sliced with a food slicer:
 - a.
 - b.
 - c.
 - d.
 - e.
3. Select the correct answer by writing TRUE or FALSE for the following statements.
 - _____ a. Always read the manufacturer's guide for instructions.
 - _____ b. Water will not hurt the motor while cleaning it.
 - _____ c. Keep the unit plugged in at all times.
 - _____ d. Dull blades affect the machine performance.
 - _____ e. Hot water is used to clean the slicer.
 - _____ f. When cleaning the slicer, be sure the machine is OFF.
 - _____ g. Adjusting the slicer may be done with wet hands.
 - _____ h. Be sure the cord is dry and free of grease.
4. Write a short paragraph explaining the uses of the food slicer, operational procedures, safety, and daily care of the machine.

SHORT ORDER COOK

TEST PART 6

1. Identify the operation and safety rules of ovens by writing TRUE or FALSE for the following statements.

- _____ a. If the pilot light goes out, it is safe to close the oven door until it can be fixed.
- _____ b. The oven door is a good place to rest heavy pans.
- _____ c. To avoid possible radiation, do not look into the microwave while the food is cooking.
- _____ d. Avoid the use of plastic containers in microwaves.
- _____ e. To heat a microwave unit, the power switch must be placed at the ON position.
- _____ f. Excessive opening and closing of the oven door will not affect heat loss.
- _____ g. Cleaning a microwave oven may be done while the oven is in the ON position.
- _____ h. Aluminum foil may be used in a microwave oven.
- _____ i. Glass is a good container to use in a microwave oven.
- _____ j. Metal containers are not good to use in the microwave oven.

2. Point out how to operate gas, electric, and microwave ovens by placing the correct number in the blanks to the left.

- | | |
|--|-------------------|
| _____ a. A distance of two inches from the walls and door is needed for proper heat circulation. | 1. Gas oven |
| _____ b. The oven shuts off automatically when the time set is complete. | 2. Electric oven |
| _____ c. The temperature is controlled by a thermostat. | 3. Microwave oven |
| _____ d. To clean the oven walls, the unit must be turned off. | |
| _____ e. Metal containers may damage the unit. | |

- _____ f. The oven has a pilot light.
- _____ g. The heat control must be set on low, medium, or high to operate the oven.
- _____ h. A distance of one arm's-length must be kept to prevent possible damage.

3. List three safety rules for the microwave oven.

a.

b.

c.

4. Select the correct cleaning and safety procedures for operating ovens by placing the number in front of each of the following statements.

_____ a. Plastic containers are not good containers to be used in microwave ovens because

- (1) you can't reuse them.
- (2) they give off bad odors that affect taste.
- (3) they come in only one color.
- (4) none of the above.

_____ b. To prevent heat loss

- (1) close off all kitchen doors.
- (2) turn up the thermostat.
- (3) close the vent control.
- (4) strike matches.

_____ c. To relight the pilot in a gas oven

- (1) strike the match and turn the gas on slowly.
- (2) buy a new pilot.
- (3) call the electrician.
- (4) all of the above.

_____ d. In a gas oven, two inches is allowed from the door and walls to

- (1) make room for another dish.
- (2) prevent heat loss.
- (3) have an equal distribution of weight.
- (4) none of the above.

- _____ e. A type of container used for cooking in the microwave oven is
- (1) glass
 - (2) paper
 - (3) ceramic
 - (4) all of the above
- _____ f. One way to avoid possible radiation from the microwave oven is to
- (1) wear radiation suits
 - (2) not cook with it
 - (3) have the unit checked out
 - (4) turn the oven off before opening the door
- _____ g. One way to produce a better cooked product from an electric oven is to
- (1) avoid excessive opening and closing of the door
 - (2) buy an oven from Germany
 - (3) buy expensive ingredients
 - (4) none of the above
- _____ h. The best way to clean a gas oven is to
- (1) clean the exterior surface with warm water and a detergent
 - (2) clean the interior walls with a damp cloth
 - (3) clean the crumbs out of the return tray
 - (4) all of the above
- _____ i. Operation of the microwave oven begins with
- (1) placing the food to be cooked in the unit
 - (2) placing the switch control at the ON position
 - (3) buying the unit itself
 - (4) not looking at the unit while the food is cooking

_____ j. The safest way to use a microwave oven is to

- (1) consult your owner's manual
- (2) ask for help
- (3) write the manufacturer
- (4) take it back to the store

_____ k. To operate a pizza oven

- (1) turn on the oven
- (2) adjust the oven temperature to 575°-600°
- (3) adjust the oven temperature to 425°-475°
- (4) both 1 and 2
- (5) both 1 and 3

SHORT ORDER COOK

TEST PART 7

1. Select the correct sequence for operating the broiler by numbering the following steps 1 through 5 in the space provided.
 - _____ a. Leave the broiler on low so it will be ready when needed.
 - _____ b. Marinate, brush, or dip the meat with oil and/or seasoning.
 - _____ c. The meat should be turned once during the cooking process.
 - _____ d. Preheat the broiler for 15 minutes prior to cooking.
 - _____ e. Pull the grill out and place the meat on the grill.
2. Select the correct answer by writing TRUE or FALSE for the following statements.
 - _____ a. In turning the meat, a small fork can be used.
 - _____ b. The fork is inserted at the edge of the meat.
 - _____ c. A spatula is used to turn meats like steak.
 - _____ d. A pan is used to hold oil or the meat drippings.
 - _____ e. Broiling forces the meat away from the heat sources.
 - _____ f. Over-cooking meats on a broiler adds flavor to meats.
3. Select the correct procedures for operating a grill by writing the number of the word or words which best completes the statement in the blank provided.
 - _____ a. Grilling is a designated way of cooking
 - (1) meat
 - (2) fish
 - (3) egg
 - (4) vegetables
 - (5) all of the above

- _____ b. Solid grills such as this are generally used for
 - (1) short order menus
 - (2) radiators
 - (3) fire trucks
 - (4) fire hazards
- _____ c. When operating a grill, you should
 - (1) ask for help
 - (2) bring the temperature between 350°-400°
 - (3) just start cooking
 - (4) check the menu
- _____ d. In cleaning the grill
 - (1) allow it to cool
 - (2) clean it with a pumice stone
 - (3) wash it with a damp cloth and then dry it
 - (4) all of the above
- _____ e. To season the grill means
 - (1) letting the grill age
 - (2) adding spices to the grill
 - (3) preparing the grill for operation
 - (4) giving it a holiday
- _____ f. If dull spots occur after cooking
 - (1) wipe the surface with an oily rag
 - (2) call for help
 - (3) order a new grill
 - (4) none of the above

- _____ g. Avoid using cleaning materials that
- (1) don't smell good
 - (2) you don't like
 - (3) may scratch or mar the surface
 - (4) will not produce a constant soap foam for two hours
- _____ h. In seasoning the grill, allow the oil to stand for
- (1) 15 minutes
 - (2) 5 minutes
 - (3) forever
 - (4) 12 minutes
- _____ i. A grease tray that is full is
- (1) messy
 - (2) a fire hazard
 - (3) uncivilized
 - (4) bad manners
- _____ j. To season the grill, you heat it to a temperature of:
- (1) 600°
 - (2) 300°
 - (3) 200°
 - (4) 500°

4. Select the correct procedures for operating the deep fat fryer by writing the word or words which best complete the statement in the blank provided.

- a. Turn the fryer on and set the temperature at _____°.
- b. Select the proper _____ for foods to be fried.
- c. Drain _____ moisture off foods that have been soaking.

- d. Remove the excess _____ before placing the meat into the fryer.
 - e. Fill the _____ no more than half full.
 - f. Lower the basket into the _____ and cook until the bell rings.
 - g. _____ and remove the foods to an open holding container or to a serving dish.
5. List the different types of frying mediums.
- a.
 - b.
 - c.
 - d.
6. Select the correct cleaning procedures for the deep fat fryer by writing TRUE or FALSE for the following statements.
- _____ a. The area surrounding the fryer needs a light application of oil for operation.
 - _____ b. To clean the fryer, you must turn the unit off.
 - _____ c. To scrub the unit, any type of soft brush can be used.
 - _____ d. In boiling the water and detergent solution, boil the solution for 12 to 15 minutes.
 - _____ e. After cleaning out the fryer, refill the unit with same oil that you took out.

SHORT ORDER COOK

TEST PART 8

1. List the seven ways convenience foods are stored at a fast food restaurant.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
2. List four reasons for storing food in a refrigerator or freezer.
 - a.
 - b.
 - c.
 - d.
3. Select the correct answer by writing TRUE or FALSE for the following statements.
 - _____ a. A Fast Food restaurant kitchen is an assembly line.
 - _____ b. Convenience foods are used because they are already cooked and ready for serving.
 - _____ c. Portions of convenience foods vary so you can give customers the size portion they want.
 - _____ d. Each worker is responsible for his or her own work station.
 - _____ e. Perishable foods are stored in a cool dry place.
 - _____ f. Store convenience foods immediately after receiving them.
 - _____ g. Hot foods will cool faster if placed in the refrigerator.
 - _____ h. Wash the freezer and refrigerator weekly with a sanitizing solution.

SHORT ORDER COOK

TEST PART 9

1. Identify (1) breads, (2) fillings, (3) spreads by writing 1, 2, or 3, in each blank.

- _____ a. fresh and soft outer portions of sandwich
- _____ b. gives taste to sandwich
- _____ c. mustard
- _____ d. should only cover the bread
- _____ e. rolls or buns
- _____ f. white, whole wheat, rye
- _____ g. mayonnaise
- _____ h. butter or margarine

2. Match terms associated with sandwiches to the correct statement by writing the correct number on the right in each blank on the left.

- | | |
|----------------------------|---|
| _____ a. thin, sharp knife | 1. used to cut sandwiches in half |
| _____ b. tongs | 2. butter, mayonnaise or mustard |
| _____ c. spreader | 3. a food made of fats and oils |
| _____ d. filling | 4. a food such as meat, cheese, or egg salad |
| _____ e. spread | 5. used to lay out slices of bread |
| _____ f. sandwich | 6. used to spread butter or margarine |
| _____ g. margarine | 7. used to place fillings on bread |
| _____ h. trays | 8. used to place meat or cheese on bread |
| _____ i. scoop | 9. used to hold sandwiches when slicing |
| _____ j. cutting board | 10. two or more slices of bread with filling between slices |

SHORT ORDER COOK

TEST PART 10

1. Identify the correct things to think about when preparing salads by writing TRUE or FALSE in the blank in front of each sentence.
- _____ a. The size the fruit or vegetable is cut is important in making salads.
 - _____ b. Ingredients for salads must be wilted and limp.
 - _____ c. The most commonly used salad green is iceberg lettuce.
 - _____ d. Cabbage is sometimes used as a salad green.
 - _____ e. Washing the greens well will remove insects.
 - _____ f. Fresh or cooked vegetables may be used in salads.
 - _____ g. Leftover meats are never used in salads.
 - _____ h. Sharp, stainless steel knives are used in cutting salads.
 - _____ i. Fruits should turn dark in salads.
 - _____ j. Fruits dipped in lemon juice will not turn dark.
2. Select the correct rules to follow in preparing salad ingredients by writing the number of a phrase on the right in the correct blank on the left.
- | | |
|--|----------------------------------|
| _____ a. Proper acid solutions are | 1. run water into the core hole |
| _____ b. Combination of color, flavor, and texture | 2. place in plastic bag with ice |
| _____ c. To wash vegetables | 3. is necessary for a good salad |
| _____ d. To crisp vegetables | 4. prevents it from turning dark |
| _____ e. To separate lettuce leaves | 5. lemon juice and citric acid |
| _____ f. Hand tearing lettuce | 6. hold under warm running water |

SHORT ORDER COOK

TEST PART 11

Directions: Explain the drink preparation process by answering the following questions.

1. The three ways of making coffee are:
 - a.
 - b.
 - c.
2. The procedures used in making brewed and instant tea are:
 - a. brewed-
 - b. instant-
3. List the supplies necessary on the counter used in preparing soft drinks.
 - a.
 - b.
 - c.
4. What gas is used in soft drink preparation?
5. Where are the lines connected that come from the gas tank and fountain?

6. How much crushed ice should be placed in each cup before filling with soft drink?
7. When should lids be placed on soft drink cups?
8. How should the cups be handed to the customer?
9. How often should the counter be resupplied with drink preparation supplies?
10. What sizes of drink cups are used at your restaurant?

SHORT ORDER COOK

TEST PART 12

1. List the goals of sanitation.
 - a.
 - b.
 - c.
 - d.
2. Identify the possible causes of the diseases associated with unsanitary conditions by writing the correct number in each blank.

<u> </u> a. Undercooked pork	1. Trichinosis
<u> </u> b. Contamination by flies	2. Dysentery
<u> </u> c. Defective plumbing	3. Typhoid Fever
<u> </u> d. Coughing or sneezing	4. Diptheria
<u> </u> e. Milk or water contaminated at its source	
<u> </u> f. Improperly washed dishes or silverware	
3. Point out the necessary steps to clean burnt-on food by placing a "✓" mark in front of the correct statement.
 - a. Soak in hot soapy water
 - b. Read the book
 - c. Buying all new pans
 - d. Use rubber tools, wood, and plastic on stainless steel
 - e. Rub in the direction of the polish lines
4. Circle the correct letters that contain the correct steps in general cleaning.
 - a. Wipe down all cutting boards used in food preparation.
 - b. Wipe down your sweating forehead.
 - c. Wipe off your wet hands.
 - d. Clean any utensil that has been dropped to the floor before re-use.
 - e. Wipe down the surface area of the preparation tables.
 - f. Wipe off the chalkboard before leaving.